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AUTHOR Pedro, Joan Daniels
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ABSTRACT

This paper provides a review and analysis of literature from the Educational Resources Information Center (ERIC) database on the dimensions of career change. Definitions are given for relevant terms and the characteristics of career changers are discussed, including demographic characteristics, developmental stages, and reasons for career change. Assistance programs presently available for career changers are described by type, service provider, and mode of delivery. In addition, the expertise, techniques and tools required by career counselors and facilitators are discussed including: (1) knowledge of adult development theories; (2) ability to plan for and manage change; (3) strategies for getting into and progressing in educational or job choices; (4) an understanding of agencies, businesses and industries; (5) familiarity with the issues faced by special groups; and (6) sensitivity to appropriate teaching and assessment tools for adults and special groups. Several models for program planners are outlined, and relevant areas needing further investigation are highlighted. An annotated bibliography of ERIC references is provided, along with a listing of additional references. (JMC)

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COUNSELING
FOR
CAREER CHANGE

Joan Daniels Pedro



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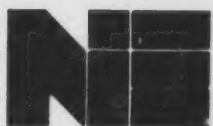
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ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE

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COUNSELING FOR CAREER CHANGE

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Searchlight Plus: Relevant Resources
In High Interest Areas. 24+

AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC database
November 1966 through February 1983

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INTRODUCTORY NOTE

First there was the **Searchlight** series--computer searches with abstracts of the ERIC database on topics of major interest and importance to ERIC/CAPS users and helping professionals in the field. Then came the **Searchlight Plus** series, computer searches of the topics in most demand PLUS in-depth analyses of the documents in the search. The opening narrative in each **Searchlight Plus** highlights certain documents, identifies major issues and trends, describes the historical background and existing programs, and points out the implications of the information for the work of human services professionals. For those who need succinct, timely, and practical information but lack the time to examine the total collection of data, the **Searchlight Plus** is the "perfect package." For a complete list of current topics, please contact the ERIC/CAPS Publications Department.

COUNSELING FOR CAREER CHANGE

Joan Daniels Pedro, Ph.D.

University of Wisconsin, Madison

INTRODUCTION

Career change, a relatively new issue in the public mind over the last decade, is a pervasive concern of the 1980s. A report of the Carnegie Commission predicted that nontraditional students would seek education and midcareer changes in the 1970s (EJ 249 756). By 1979 the need of adults for career guidance was termed a national priority (EJ 246 808).

Just how extensive career change has become is suggested by recent data. A nationwide poll concluded in 1976 that 40 million Americans, 36% of the population between the ages of 16 and 65, are in a career transition, defined as undergoing or anticipating a job or career change (ED 143 992). The percentage of potential changers may be even higher. A 1975 survey of several studies of this topic revealed that 77% of business executives in their 30s and 63% of those in their 50s intended to investigate second careers (ED 156 826). Of faculty members with Ph.D. degrees, 13½% indicated that they would not choose the same career again. About one-third of blue collar workers said they were thinking seriously about making an effort to change careers.

This paper provides a review and analysis of the ERIC literature on the following dimensions of career change: the career changers themselves; the types and formats of programs presently available; the expertise, techniques and tools required by career counselors and facilitators; models for program planners; and relevant areas needing further investigation.

Definitions

The terms related to career and occupations vary in use. For this review, the following definitions will be used:

Career	A sequence of occupations, jobs or positions which may be highly salient personally and which may require a high degree of competence and commitment; may include homemaking.
Career Counseling	Helping processes that identify appropriate career and work options for individuals based on a knowledge of aptitudes, skills, experience and limitations (EJ 160 273).
Career Education	An inclusive term encompassing all vocational education, general education, career exploration, selection, entry, progression and reentry; includes leisure activities as well as job activities (EJ 146 177).
Displaced Homemakers	Typically women who have spent adult lives dependent on the income of others, dedicated to caring for husband, children or aged parents, who are suddenly divorced, widowed, separated or abandoned (ED 195 656).
Dual-Career Family	Both wife and husband in pursuit of nonhomemaking careers; none of the usual family roles are completely delegated or abrogated (EJ 265 593).
Half-life	Period of time after completion of formal education when approximately half of what the professional has learned is no longer applicable (EJ 112 248).
In-transition	Process of undergoing or anticipating a job or career change (ED 143 992).

Midlife	Period between the ages of 35 and 55 years of age.
Occupational Mobility	Any move from one job to another: lateral transfers in the same firm, voluntary and involuntary movement, and major career changes (ED 197 006).
Older Workers	Persons 40-45 to 65 years of age and beyond; the Age Discrimination in Employment Act of 1967/1978 Amendments protect persons 40 to 65 years of age and beyond.
Personal Counseling	Helping processes that attempt to provide support and assistance so individuals can understand the nature of the economic/personal changes they experience (EJ 160 273).
Support System	An enduring pattern of continuous or intermittent ties that play a part in maintaining the psychological and physical integrity of the individual over time (EJ 246 811).

THE CAREER CHANGERS

Characteristics

in a 1978 report of a national study of adults in career transition, about half had completed some post-secondary education (EJ 177 212). Males were better educated and earned more than females, and whites were better educated and earned more than blacks. Most were presently employed and wanted to change fields or levels within their

present field. Those who were unemployed were likely to be homemakers. While financial need was a primary motivator, advancing professionally and finding interesting work were secondary motivators. Those with less than 12th grade educations expressed the most interest in assistance.

A public library in a large Eastern city offered a lifelong learning center and drew hundreds of respondents. Most callers wanted help with basic education or re-entering the job market (EJ 199 828). Teachers and women in clerical positions sought better jobs. Job dissatisfaction was a strong motivator of this center's adult career changers.

Teachers choosing to leave their profession are predominately female and at the beginning of their midcareer period (EJ 239 997). While they vary on their degree of self-esteem and vocational maturity, the majority have had minimal exposure to other career areas. Stereotypic choices appeared to be their only career options when they entered teaching.

When age and sex are controlled and sample characteristics examined, differences emerge between those who elect to stay in an occupational area and those who make changes (ED 156 826). A group of midlife men were likely to make changes when they had adequate financial support, were participating in counseling or therapy, or were undergoing a change in marital status. While differences in personality traits were minimal, those who changed were found to be lower in the congruity of their interests and their work type, and higher in fear of failure and in incidence of emotional problems (ED 246 807).

A follow-up survey of a telephone counseling program directed to home-based adults found the users to be primarily female, between 20-39 years of age, married, raising one to three children, with household incomes above \$10,000 (ED 143 992). About half the respondents had completed high school. They were employed in semi- or unskilled jobs and indicated that their motivation for participating in the program was chiefly financial, followed by a desire for interesting work and professional advancement.

Profiles of displaced homemakers from a counseling center's client files and a survey of social service agencies provide similar pictures (ED 195 653). The social service client has had no work experience and few job training opportunities, and she therefore possesses no up-to-date job skills. If she is less than 60 years of age, she is ineligible

for social security, faces both age and sex discrimination in her job search, and is most likely to "need help fast." Of the sample of clients at a college counseling center, 75% of women who were 55 years or older were displaced homemakers; of this group, half were unemployed and 95% had children. As many as 15 million Americans fit the displaced homemaker description.

Air traffic controllers are provided a second career program by a legal mandate (Public Law 92-297). To qualify they either have to have provided 25 years of service or to have reached the age of 50 and provided 20 years of service (ED 172 036). Chiefly male, this group may also represent those in such services as police work and firefighting. They enter their professions at a young age with little formal education beyond high school and learn highly specialized, nontransferable skills during their employment. They are likely to have their children reared and to have somewhat less family responsibility than their younger counterparts when they seek a career change.

Older job seekers, those between 40 and 65 years of age, according to the Age Discrimination in Employment Act of 1967, are likely to face more rejection than younger workers and consequently will require longer periods for job searching (EJ 112 129). Diminishing physical stamina may force older workers to seek occupations which offer them less status than that offered by their original occupation—an intangible reality which many find difficult to accept. Adults seeking career changes indicate they prefer informational services. Out of a list of twenty career services, half the adults indicated high interest in available jobs, facts on occupational fields, career possibilities and paths for advancement, training or educational programs, training for job skills, and the use of various strengths and abilities in specific jobs (EJ 177 212). Financial aid, discussions about particular schools and programs, the relationship of abilities to educational success, occupational ability tests, self-analysis and decision making were areas of high interest for one-third of the sample and of medium interest for the same number. Of lesser interest were discussions of barriers to career progress and problems with employers.

These areas were categorized into four guidance processes: information-giving, guidance, training, and counseling. The fees adults were willing to pay for each process were \$1.00-\$10.00 for information; \$15.00-\$50.00 for guidance; \$25.00-\$75.00 for training; and \$40.00-\$100.00 for counseling. Because of the heavy emphasis on the informational area, the average amount the sample was willing to pay for career assistance was \$25.00.

Other characteristics of adult career changers have evolved from the evaluation of existing programs. Adults are found to require flexible registration and class locations. They prefer courses and workshops which meet less often, and for longer periods of time (ED 189 290). While they are most familiar with traditional instructional methods and indicate a preference for them, they relish the use of discussion formats in contrast to lectures. They resent very young, inexperienced group leaders but draw much content from the input of their peers—a phenomenon noted by adult educators in all areas. This quality enhances the success of peer assistance programs which function as extensions of the professional counselor (EJ 249 756).

Adults seeking career change are likely to present complex or interrelated problems (EJ 112 129). They seek new careers, yet they expect to begin them at higher salaries. Their situations often present few degrees of freedom for making changes. Limited mobility may mean that they must find the jobs leading to their new careers in their home towns.

Meaningful Groups

The necessity of grouping adults in need of career services in meaningful ways receives strong emphasis in the literature. Although adults are difficult to typify as a group, program developers have classified those with unique characteristics into key typologies (EJ 206 659), and a consideration of these types is thought to be essential in the design of effective assistance programs (EJ 160 273, ED 189 290). Defining groups by crossing two dimensions of characteristics develops target groups more effectively than by using either dimension alone (ED 189 290). Demographic characteristics such as sex, race and socioeconomic status form one dimension, and life stages or events such as early career, midcareer and retirement provide a second. A third dimension of possible usefulness would look at adults in participant and nonparticipant groups; adults comfortable with adult education formats are usually participants, while nonparticipants are likely to feel uncomfortable with that format and will require a more inventive outreach plan.

Additional demographic characteristics, employment level, educational level and family status are also used to form target groups (ED 189 290). Groups with similar sex, age or socioeconomic backgrounds are likely to share a similar experiential base and thus find relevance in the same content or format. Adults gain from peer input as well as from workshop leaders. Peers with similar backgrounds make constructive suggestions based on their own experiences and feel more comfortable when making suggestions than peers from widely differing backgrounds.

The reasons for making career changes provides another scheme for defining career service groups. Persons can be broadly classified according to extrinsic/external reasons and intrinsic/internal reasons (EJ 220 785, ED 189 290). Forces and events which cause career changes and are external to the person, such as technological developments and family circumstances, are considered extrinsic. The displaced homemaker is an example of an extrinsically motivated career changer. Forces such as dissatisfaction with the rewards of one's job or changes in one's values are considered intrinsic. The teacher choosing to leave her profession is an example of an intrinsically motivated career changer. A major external event may trigger a secondary internal change as well--the changes may not remain mutually exclusive, but may at some point interact.

The voluntary/involuntary dichotomy has also been used to group career changes (EJ 246 807). Factors such as changes in interests or level of competitive zeal may lead to voluntary career changes, while technological and human obsolescence (the physical deterioration of a professional athlete, for example) or getting fired lead to involuntary change.

A further refinement of the external/internal scheme divides motivating forces into the anticipated and the unanticipated and develops four quadrants of changers with similar needs. The displaced homemaker who anticipated she would enter the work force for a year previous to the event and the displaced homemaker who is abruptly widowed will need a different mix of assistance (EJ 160 273). While personal counseling may assume a preponderance in the unanticipated external situation, career counseling is likely to become the more important emphasis in the anticipated external situation. Similar divisions of the counseling mix will be necessary for persons undergoing unanticipated vs. anticipated retirement and unanticipated vs. anticipated job loss.

Adults with differing characteristics gravitate to different types of career services. The conclusion that adults must be placed in meaningful groups predominates in the literature. Demographic characteristics, developmental stages, and reasons precipitating career changes have been recommended as effective bases for determining target groups.

ASSISTANCE FOR CAREER CHANGERS

Service Providers

In the early 1970s existing counseling and career planning services were redirected to meet the needs of adults (EJ 261 114). A survey of adult career counseling programs conducted in 1974 identified five types of agencies as the primary providers of service (EJ 146 013). These types were four-year colleges and universities (34%), community and junior colleges (20%), and private groups and nonprofit groups such as B'nai B'rith and YMCA/YWCA (18%). Government agencies and public adult schools provided 16% and 12% respectively. While comparable statistics do not exist, 1983 would show more professional associations and private employers in this listing (ED 172 035).

Modes of Delivery

The most common mode of delivery to provide adults with career assistance is the classroom setting (EJ 146 013). Classes are held during the day or evening and may last for a week, four weeks, a semester or a year. While they occasionally offer academic credit, noncredit courses are the norm. Small group meetings, seminars or workshops are second in popularity. This mode permits greater control over the selection of group members and locations: meetings take place in schools, workplaces, libraries and other public agencies, and even in such less expected sites as hospitals and prisons. A third mode for providing service is outreach to homes by such techniques as mobile vans, telephones, home study courses and cassette tapes.

Program Types

The diversity of adults who need career assistance and the range of service providers makes few generalizations on programming possible. In addition, career services for adults are seldom based on a single process or model. The largest group of programs includes an eclectic mix with several components, which, when separated out, permit a loose grouping based on existential emphases, client needs and/or guidance processes, and underlying theoretical assumptions.

Existential Focus. When programs are grouped according to existential focus, they include preventive, anticipatory, and crisis approaches. According to program developers using the preventive approach, coping with rapidly occurring change is the life skill essential for members of future generations. This approach would provide youths with an education enabling them to withstand unpredictable and all-encompassing change (EJ 213 776). Such an education would develop their ability to process information rationally and plan for their futures. It would leave them with an inquiring mind and confidence in themselves. Techniques used by teachers and counselors to reach these ends would include: (1) teaching problem solving/decision making skills; (2) breaking down the limitations imposed by stereotypic thought; (3) insuring the development of broad general categories of skills before specialization; (4) promoting ongoing investigation and trial of new skill areas and/or new interest areas; and (5) providing content on the system--how to negotiate it effectively to satisfy economic and emotional needs and how to articulate assets and promote oneself.

The anticipatory approach teaches adults strategies that enable them to make crisis-free transitions but differs in that it is not taught in youth, but at a point close to the transition (EJ 261 123, EJ 239 997, EJ 160 273, ED 215 246, ED 193 573, ED 182 676). Such programs provide information on the life span and teach skills for the effective management of transitions. Future-directed strategies such as imaging, observing models, managing attitudes toward change, and negotiating with or managing others to achieve satisfactory resolution (termed family engineering by one inventive project) are used in these programs (ED 195 652).

Programs directed toward persons facing unanticipated transitions or crises may involve significantly more personal counseling than those directed toward persons making anticipated transitions (EJ 160 273). Components for this group are as follows: developing support networks, managing stress, regaining self-esteem, understanding legal recourse, and learning related self-management techniques. The program may include the components used for groups making anticipated changes as well.

Client Needs/Guidance Processes. In a particularly lucid format for program development, a list is provided of guidance needs thought to constitute a core of career guidance (ED 189 290). These needs, the content of career guidance, are separated out from the guidance processes used to provide the content. The core career guidance needs or content reappear in some form in most programs reviewed: (1) self-awareness, (2) career awareness, (3) social awareness, (4) work effectiveness/skill awareness, and (5) decision making. An additional needs category concludes the list. Before the guidance process and mode of delivery can be considered by the program planner, the needs of the target group of adults are assessed and the content requirements determined.

The guidance processes form a hierarchy or continuum of required input from the guidance professional. The four process categories are: (1) information, e.g., providing lists of jobs and information on career requirements; (2) guidance, e.g., answering clients' questions or referring them to other resources; (3) training, e.g., teaching resume preparation or decision making skills; and (4) counseling, e.g., one-to-one or small group sessions which may include testing along with other counseling processes. According to the above paradigm, the needs of adults and the process or type of service determine the mode of delivery.

Underlying Theoretical Assumptions. Adult career guidance models are categorized according to the underlying assumptions or theoretical bases in several articles. In a powerful educational strategy for counselors, five theoretical approaches are applied to case studies to develop the type of intervention each would offer an adult client (ED 193 573). Super's theory that one's life is the sum of the roles played, that people seek to operationalize their image of self as they live their lives, provides a first approach. Tiedeman's decision making theory, that people progress through stages of anticipation (exploration, crystallization, choice and clarification) and then implementation

(induction, reformation and integration), is a second approach. Blau's sociological theory sees social structures as affecting an individual's development of attributes and occupational options—these structures also act to determine how suitable the individual views jobs and opportunities for her/himself.

The social learning approach of Krumboltz, Mitchell and Jones looks at the sum of individuals' experiences. Exposure to education and interpersonal and family relationships affect how clients think about their abilities, how they respond to success and failure, and how they cope with change.

A last approach selects the developmental scheme of Levinson and Gould. In this view, clients integrate biological, psychological and sociocultural changes in ways that may lead to integrity and generativity or to stagnation, in ways that may lead to a healthful view of their remaining lifetime or to disillusionment.

Another article summarizes the emerging models of career development for midlife persons (EJ 246 808). They are divided into self-help, informational, developmental and structured group. Self-help or self-administered assistance includes guides for making career decisions, job hunting and other how-to materials in book, pamphlet or tape form. Informational assistance may be the total package offered by public libraries and career information "hot lines." The developmental model assumes that life and work roles are integrated, and that people pass through predictable stages as they age. Exercises used in this model require determining the participants' point of development and the needs in both work and leisure spheres. The last model, the structured group model, follows a predetermined outline, using the exercises which have been mentioned for the anticipatory and crisis models.

There is an advantage to separating the career guidance content, the guidance process, and the mode of delivery. That the self-help and informational models mentioned above are distinct entities is questionable. The structured group may be handled developmentally, informationally or otherwise. Laid on the scheme of content, process and delivery mode, this view of emerging models would seem to compare three (or two if we combine self-help and informational) guidance processes and one theoretical model.

A set of criteria developed to assess adult counseling models asks the following questions (EJ 246 808):

1. Are individual differences addressed?
2. Is the model or approach ethical (using AACD's code of ethics)?
3. Is the model comprehensive; does it look at the integration of roles, not at just the work role?
4. Does the model use theory that has been validated by empirically derived data?

The author concludes that developmental models offer the most promise, but goes on to state that a decision making component may also be essential for adult programs.

Because of the eclectic mix of components found in career services for adults, evaluations do not show the processes, modes or content that are most effective. Agencies offering the services may be limited in the processes they can offer. Public libraries, for example, are unlikely to have personnel trained to offer one-to-one services nor do their budgets permit this type of service. Adults are generally satisfied with the help they receive. If adults are asked previous to service which process they would prefer, they indicate informational over the other types. After service, however, they indicate a preference for one-to-one counseling, and their indicated satisfaction increases as the number of interviews increases (ED 143 993). The services received from counselors, particularly those on self-awareness and self-development, are rated most valuable (ED 189 290).

COMPETENCIES FOR CAREER CHANGE FACILITATORS

The skill of those facilitating or counseling for career change is key to the outcome of the process. Authors agree that working with adults differs from working with youths in that it requires maturity and a diversity of life experiences in addition to counselor training and professional experience (EJ 261 114). An internship or supervised practicum completed with an adult population is also a strongly recommended training component (EJ 261 123). Competencies recommended in addition to those generally thought necessary for career counselors fall into six topical

areas: (1) knowledge of adult development theories; (2) ability to plan for and manage change; (3) strategies for getting into and progressing in educational or job choices; (4) an understanding of agencies, businesses and industries, their organizational patterns, career paths and growth potential; (5) familiarity with the issues faced by special groups such as women, minorities, dual-career couples, single parents and retirees; and (6) sensitivity with regard to the appropriate tools for teaching and assessing adults in general and special groups.

Adult Development

Despite innumerable formulations, there is no comprehensive, empirically validated model of adult development (Heath, 1980; Thomas & Kuh, 1982). The widely published theories are summarized in capsule form in several references (ED 220 785, ED 220 614, ED 220 612, ED 215 246, ED 189 290, ED 156 826).

There are several reappearing themes in the expositions of adult development theory (ED 189 290). The first considers the tasks of adult development as coping with predictable milestones, transitions or crises; e.g., developing an identity, aging, retirement, or death.

An analysis of the changing interplay between the domains of one's life provides a second theme. As work, family, society, and recreation change their respective positions of importance or demands on an individual, the need to make adjustments results.

A third theme identifies age as the element providing adults with common experience. It is the age as opposed to the event which acts as the predicating variable; events occur predictably within early, middle and late adulthood. Age categories also mediate the work entry, advancement and retirement events.

Finally, a fourth theme emphasizes that not only does the adult have to adjust to or cope with a transition once, but the need to make most adjustments occurs again and again. The need, for example, to achieve occupational satisfaction may be resolved and then recur at several points during one's life span.

Other summaries of adult development consider the psychological models of Maslow and Herzberg as especially relevant to career change (ED 156 826). As individuals move along Maslow's hierarchy of needs, their expectations of

a career are modified. It is postulated that basic needs will give way to the need for autonomy in midlife. For many retirees, the move may not be toward autonomy, but toward the satisfaction of more basic needs. That adults seek to engage in socially useful work or in human service areas at midlife rather than in their early careers is a common thread woven through the articles reviewed (EJ 146 177, EJ 146 013, ED 171 977, ED 156 826). The change can be interpreted using several of the adult development theories.

Exposure to gerontological research and the dynamics of the aging process must be a part of the training regimen for those providing adults with assistance (EJ 261 123, EJ 149 996, EJ 146 177). The tendency to react with stereotypic bias must be supplanted with interactions based on more accurate information.

Understanding the career changer's motivation for change is an essential foundation for providing appropriate assistance (ED 149 996). Because the reasons adults change are complex, the hypotheses offered by theories of adult development offer useful starting points for understanding and interpretation.

Managing Change

Adult counselors need both a knowledge of the characteristics of transitions and expertise in the effective management of the transition or change process (ED 215 246, ED 182 676). Anticipatory socialization refers to one way of preparing for transitions which may involve imagining, trial runs, listening to others tell their experiences and related activities. It can, if wisely used, make transitions a growth-producing rather than a traumatic experience (ED 220 785). Procedures or topics appearing under the rubric of managing change include stress analysis, developing support systems, using coping skills, and other self-management activities.

The Workplace

Career counselors have an obligation to interpret educational and occupational structures to clients and then to help them develop strategies for negotiating these systems (EJ 161 788). Their comprehensive knowledge of programs or employment options which bypass nonessential requirements, give credit for life experiences, or otherwise value previous experiences can provide adult clients with a cost- and time-saving shortcut to their goals.

It is in the category of businesses, industries and agencies, their organizational patterns, career paths and potential that facilitators need in-depth expertise when working with career changers. Adults are involved in networks and situations which limit their mobility; they may need to develop their change plans to fit into the job possibilities available locally. Activating their clients' change plans may require the integration of several other services such as child care, financial aid and educational assistance as well. The need for a basic knowledge of how to move up and down, and in and out of job levels and types of organizations may challenge facilitators with little experience in settings other than educational (ED 261 114).

On another level, the facilitator may need to assist clients in assessing their present work settings and their adjustment to them. Adult development and career adjustment have been effectively integrated and well-illustrated in the works of Crites (ED 189 290). Additional efforts in this direction are those of Tiedeman and Holland (ED 126 369). Such skills as force field analysis, conflict resolution, approaching difficult issues, negotiating compromise, and efficient problem solving have enormous promise for application to adults undergoing burnout and dissatisfaction (EJ 149 996, ED 215 246).

Special Groups

The issues faced by special groups pose yet another series of challenges for those assisting career changers. The users of existing career change services have been predominantly middle class--reentry women and midcareer changing men. The skills suggested for counseling women for reentry are vastly different from those suggested for counseling minorities for career change.

The needs of reentry women have been widely addressed (EJ 261 114, ED 220 785). The mix of such strategies as understanding self, life planning, goal setting and decision making, risk taking and assertiveness training, and moving into training and/or jobs are typical inclusions in services designed for this group.

Midcareer changing men have had substantial work experience. The service provider who addresses this group primarily with career information may shortchange their future satisfaction. This group needs self-understanding,

especially in terms of interests and personal factors relating to work. Their expectancies, goals, values and abilities are foundations which should be put into place before moving into career information strategies (ED 246 807).

Minorities, generalizing from the literature, are seen as having relatively unstable careers including disrupted work patterns. They face negative stereotypes and, as a result, experience frustration in reaching their career goals. Further, they have few available role models and are likely to have a narrow view of the availability of jobs and how to acquire them.

Of career change programs surveyed, 60% of the minorities presently served are black, 25% Hispanic and 15% from other groups (ED 189 290). Varied income levels and language backgrounds form additional divisions of this target group. The study of minority needs has focused principally on blacks. As a group they express higher interest in services which involve personal, problem-directed counseling than do the better educated whites (ED 193 542). Advice on dealing with barriers which block progress and problems with employers are also high on their list. It should be noted that where minorities are concerned, generalizing is dangerous. As family income increases, they too show less need to deal with the problem areas indicated above (ED 143 992).

A call for the development of new principles for counseling low-income blacks is made by one author (ED 189 290). Empathy and positive regard are necessary but not sufficient--an action-oriented system is thought necessary for this group. The effective counselor will also need to work with inventive outreach programs, find which media are hitting the intended target audience, and depend on collaborative networks of family, friends, former clients and community resources to gain the participation of minority career changers (ED 193 542).

Refugees from Southeast Asia and other non-English speaking countries who need to enter the labor force pose a different set of problems. The barrier of language makes questions on the selection of intervention strategies pale by comparison. Language is considered a more difficult barrier for older minorities than for their younger counterparts (ED 189 290). Language classes, leadership training, and help with functioning in society (e.g., money management and health care/facilities) make the development of workshop content different from that offered to largely middle class midcareer changers (ED 146 013).

Minority groups, older workers and women are victims of stereotyping and discrimination (ED 261 123). Persons wrongfully discharged or subjected to discrimination in the work place need to be informed of their rights to seek legal redress and how to negotiate the governmental structure to do so. While essential to the career change facilitator, this information has not yet found its way into most career counseling curricula.

Tools

The assessment devices which have received wide usage in career counseling with high school and college age youths may be inappropriate or useless with an older population. There is general agreement that the body of knowledge on assessment of adults is not adequate (ED 189 290). Several new devices or aids are discussed in the literature. Examining life and work histories is seen as more effective than objective paper and pencil approaches (ED 149 996). Interviews more accurately assess the interests and values of a group which have significant life experiences. Identifying and clustering the already developed skills of this population has become one of the key tools for adult career changers.

Standardized tests and interest inventories may appear trite or contrived to an older population. In addition, such issues as face validity, available norms, and sexually and racially biased items may make their use especially inappropriate with several adult target groups. These issues are often ignored by practicing career counselors of all age groups. When reentry women, displaced homemakers, or both men and women who are seeking to escape their earlier stereotypic choices are the targets, the use of biased tools is especially unfortunate. The National Institute of Education's two publications, Sex-Fair Interest Measurement: Research and Implications (Tittle & Zytowski, 1978) and Issues of Sex Bias and Sex Fairness in Career Interest Measurement (Diamond, 1975), offer lucid expositions on this topic.

Adult career changers lack mobility and have many barriers to freely selecting new career choices. Tools which consider confinement or barriers are included in several workshop models for this group (EJ 261 123, EJ 249 756). An interview worksheet developed for older adults also has broader possibilities for application (ED 193 673). The device

examines characteristics of the transition, such as cause, timing, degrees of stress, characteristics of the environment (e.g., support network and family relationships) and characteristics of the individual (e.g., health, psychosocial competency, expectations and experience).

It was noted earlier that career changers were low on the congruence between their actual work and their expressed work needs. The Work Adjustment Theory and the group of questionnaires developed to operationalize the theory are used in a manner which might be replicated with career changers in determining congruence possibilities (EJ 084 229). An occupational expectation inventory gathers another new category of information about career changes; while only beginning to categorize these expectations, it has provocative possibilities (ED 091 550). Force field analysis is a technique which may help to diffuse stress when career change is impossible or change the frame-of-reference of the individual seeking greater job satisfaction (EJ 261 123).

The facilitator of adult career change, particularly if dealing with several target groups, needs a far deeper understanding of adult development and the complexities of the work place than the facilitator of adolescent career choice. If this group is to be served in an all-encompassing way, a wide range of additional skills must be acquired.

MODEL PROGRAMS

A comprehensive source book for the career guidance of women is designed to guide counselors working with women re-entering the work force or underemployed and career changing women (ED 205 717). A basic workshop model with modifications for minorities, nontraditional job seekers, faculties, and families shows the extensive character of this resource. The basic model supplies such standard content as goal setting and decision making, skill identification and transfer, educational information, researching techniques, resume writing and interviewing. It goes well beyond such standard topics, however, as it addresses assessment of current employment status, internal and external barriers, personal qualities and needs vis-a-vis job needs and satisfactions, action plan development and

negotiation skills. Each of the topical areas is bolstered with guidelines for facilitators, actual ready-to-reproduce handouts and evaluation forms. Activities that support the topics, such as force field analysis and negotiation, career alternatives for teachers, and internal and external barrier analysis give this resource potential for use with both male and female career changers. Techniques for recruiting minority groups, utilization of community resources, and determining the need for particular programs make this comprehensive guide an essential resource for career change facilitators.

A 99-page study of displaced homemakers effectively documents the need for services and the priorities providers might follow in planning to offer service to this group (ED 195 653). A progression of service, beginning with information, referral, outreach and publicity, is developed from a survey of the target population. Personal counseling, career counseling, job training and job development form the body of recommended services. Childcare and interagency cooperation are final requisites. According to a related survey, the type of service presently receiving highest usage by displaced homemakers is job/career counseling. Six detailed intervention models are found in the appendix of this resource.

When one member of a dual-career couple is offered an outstanding promotion, it may precipitate a crisis. Resolving that crisis in a win-win fashion is the thrust of a thoughtful and clearly presented model useful for one-to-one counseling settings (EJ 265 593). A three-step intervention plan uses interviews to assess the partners and the situation, their available resources and their coping mechanisms. Tools to aid with this interview—a clinical rating scale and a family grid—are described and referenced so that the reader may obtain copies or design adaptations. The second stage of the intervention plan, implementation, explores options and weighs alternatives, while the third stage, termination, aids the couple with the actual decision making, planning for its operationalization, and reinforcing it with one or more detailed activities. These activities are fully described for the reader.

Getting sufficient numbers of technologically skilled workers will be a major challenge to industries if, as predicted, half of the 1990 labor force needs to work at jobs which do not exist today. Career change assistance will have to be provided by industries. A model for industrial career-development assistance, one of few resources

directed to this most contemporary concern, contains the steps required and a narrative detailing their enactment (ED 208 169). The need to look five or ten years to the future to determine how many employees will be needed, the skills the employees will require, and the physical location where their jobs will be performed is considered by one technical industry as its starting point. Determining the resource pools and acting to insure that the pools meet industry's needs through such programs as innovative recruitment and internal career planning and development programs is the next step described. A nine-factor internal career development program begun by this industry could be operationalized in other settings with the information provided by this reference.

Teachers who seek voluntary or are forced into involuntary career changes are the target group for a well-described three-hour workshop model for six to ten participants (EJ 239 997). Sessions include such basics as self-assessment, goal setting, decision making and sources of assistance. Developing a support network and expanding one's understanding of opportunities that build on the skills acquired during teaching are the strengths of this model. The program has potential for those leaving library science, nursing and other traditionally female career options as well. The authors list several areas that need to be researched if this target group is to be effectively assisted with career change. Follow-up studies of changers in this population and annotated lists of relevant resources are among the suggestions they offer.

Two training manuals emphasize skills for use with older job seekers. An excellent overview of this target group prefaces chapters on planning programs and selecting and leading exercises (ED 209 615). Group exercises which prepare professional helpers to work with older people are poignant and worth adopting in basic counseling curricula (ED 193 753). Career development concepts are integrated with research on the needs of older people in a second set of exercises that also merit broader adoption. These two manuals break new ground in assisting older job seekers, and both appear to be based on in-depth experience with the target population. In the first publication, candid comments about participants' reactions and successes spice the recommendations which accompany an eight-part series of structured group training modules for career management. Similar vignettes are also provided in conjunction with activities in the second manual.

The staff development module designed for those who work with persons facing transitions is a comprehensive reference on developing coping skills (ED 182 676). It includes goals and objectives, outlines, background readings, activities, a guide for presenting the content in workshop format and assessment suggestions. The author's approach is based on self-management theory. He suggests that individuals can control some aspects of their environment in a manner that impacts on aspects over which their control is impossible. The focus throughout the publication is the work environment.

NEEDED RESEARCH

Three general categories of research are suggested by the foregoing review: the job market, the career changers, and the processes used to assist them. With the rapidly changing occupational environment and makeup of the workforce, little up-to-date research on the development of contemporary workers exists (ED 189 290). One researcher noted that of 522 guidance-related studies during a recent five-year period, only 41 related to career information and two to job availability (ED 171 977). New studies need to be conducted on the typical entry, intermediate, and final occupations of workers according to their socioeconomic status. The cataloging of barriers faced during careers, broken down by age, sex, and social class, is another database which would assist those working with career changers. Follow-up studies on the changers are another missing source which could be useful to both career changers and facilitators. Are teachers or similarly displaced workers satisfied when relocated into new fields—how do they view their change process and what assistance could they pass back to their former co-workers (EJ 239 997)?

The effectiveness of services for career changers, of paraprofessional and professional providers of services, and of the modes, processes and content is a second area which needs additional research data. This area is considered a most vital one—despite the proliferation of programs, there is little hard data on the impact of the various types on

the populations served. It should be noted that most reports of effectiveness cited in this paper have been derived by primarily subjective surveys as opposed to objective experimental techniques.

A third area of research should be directed at better understanding the changer. The need for empirical studies of adult development remains. The finer gradations of adult development such as the career development of minorities and women are still insufficiently researched. Whether there are personality characteristics which precipitate voluntary career changes remains an unanswered question (ED 195 652, ED 189 290, ED 143 992).

As a summary to this research section, the dearth of research on and intervention programs for the technologically unemployed worker is noted. Undereducated, used to receiving the higher wages of unionized heavy industries, these workers are reluctant to leave the metropolitan areas in which their families have lived for a generation or more. The industrial giants that once employed them have drastically decreased their need for these employees by the use of robots.

CONCLUSION

In the last decade women re-entering the job market and men seeking midcareer change made up the largest percentage of career changers. Dissatisfaction with present employment, changes in family structure, and physical or job obsolescence precipitated most of their changes.

Users of services for career changers have been predominately middle class, middle-aged, and white. Those services considered most effective have placed changers into meaningful groups using such criteria as demographic characteristics, life stages and reasons for making changes.

While adults appear to seek out program formats they are comfortable with, they indicate a preference for information prior to involvement in a program, but then weigh one-to-one counseling on self-related topics as the most valued part of a program after their involvement. Basic career guidance processes are combined in numerous

ways to form programs for changers. The programs can be loosely typed according to existential focus (whether preventive, anticipatory or crisis-oriented), client needs (whether personal or career-oriented), and underlying theory (whether decision making, self, social learning or developmental).

Professional training and experience working with adults are necessary but insufficient preparation for career change facilitators. Additional background in adult development theory, procedures for managing change, strategies for entering and progressing in organizations, and the needs of special groups—as well as maturity and diverse life experience—typifies successful facilitators.

Career Change Likely to Increase

Technological, social and economic changes suggest that even more career change will be required of or elected by workers in the present decade than in previous decades. In a society more static than the rapidly changing post-industrial present, a single set of skills could carry one through a "work life." Workers entering today's labor market will need to acquire several sets.

Technology is viewed as the major factor underlying the increasing rate of change (ED 197 066). Skills taught by present-day schools, for example, become obsolete and nontransferable by students in later life, and the need to update skills at midlife now affects the semi-skilled as well as the highly skilled worker. The concept of half-life describes the speed with which education for a profession loses its applicability (EJ 112 248). While half of what an engineering graduate learned was no longer applicable after 12 years in 1940, the half-life for engineering had shrunk to five years in 1970. Future change will include even greater use of automation and may increase the size of yet another sub-group, the technologically unemployed (ED 220 614).

"Displaced homemakers," "age discrimination" and "burnout," all terms of the 1970s, serve to illustrate the dramatic rise in divorce rates, the desire of an aging population to remain productive, and the increasing emphasis on job satisfaction and self-fulfillment. A combination of longevity and growing proportions of working women will act to drastically increase the size of the work force (ED 220 614). As a result, young people will find it increasingly

difficult to move into work which meets their expectations immediately after their educational programs. They will be forced to make a longer series of moves as they seek to reach their occupational goals.

Sectors such as government were relatively immune to economic reverses in past decades; because of the intensity of the recent economic cycles, all sectors' workers, whether white or blue collared, now experience the impact of unemployment in midcareer. Economic growth, according to some futurists, will slow as energy costs rise and raw materials become more scarce (ED 220 614). Those able to anticipate technological, social and economic changes and effectively modify their careers throughout their work lives may be less likely to find themselves among this country's poor. Given the complex occupational structure, the speed at which changes in that structure occur, and the prospect of a less stable economic future, adults' need for assistance with making career plans will become more critical than it has been and will recur throughout their lives.

Numerous models described in this review provide concrete bases from which to launch career change assistance programs or revise existing ones. While the models address a general public, a trend toward adaptations that focus on specialized groups is noted. Those actively working with adult populations or educating others for this prospect cite the need for research on program effectiveness and the need for tools and approaches that would improve programs for specialized groups. Career counseling, often the less preferred stepchild of the areas of concentration available to counseling students, thus has the potential to affect the lives of most Americans.

ADDITIONAL REFERENCES

- Diamond, E. (Ed.) Issues of sex bias and sex fairness in career interest measurement. Washington, DC: Department of Health, Education and Welfare, National Institute of Education, 1975.
- Heath, D. J. Wanted: A comprehensive model of healthy development. The Personnel and Guidance Journal, 1980, 58(5), 391-398. (EJ 220 821, not in computer search.)
- Thomas, M., & Kuh, G. Understanding development during the early adult years: A composite framework. The Personnel and Guidance Journal, 1982, 61(1), 14-17. (EJ 268 014, not in computer search.)
- Tittle, C., & Zytowski, D. (Eds.). Sex-fair interest measurement: Research and implications. Washington, DC: Department of Health, Education and Welfare, National Institute of Education, 1978.

FORMAT OF
CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)

Clearinghouse Accession Number	
EJ Accession Number	EJ231749 CG519364
Title of Article	Effects of Conceptual Level and Supervision Structure on Counselor Skill Development.
Author	Berg, Kathleen Stirrett; Stone, Gerald L.
Journal Title, Volume, Issue Number, Pages, Publication Date	Journal of Counseling Psychology, v27 n5 p500-08 Sep 1980
Annotation of Article	Reprint: UMI Language: English Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); GENERAL REPORT (140) Effects of conceptual level and degree of supervisory structure on training in reflection of feeling were investigated. Self-report measures supported predictions for low conceptual level participants; behavioral measures yielded minimal support. Supervised trainees improved minimally on quantitative dimensions and significantly on qualitative dimensions of reflection of feeling. (Author)
Descriptors (words which tell the contents of the article)	Descriptors: *Affective Behavior; *Cognitive Ability; *Counselor Training; Counselors; Empathy; Feedback; Microteaching; Models; *Skill Development; *Supervisory Methods Identifiers: *Conceptual Level Matching Model

JOURNAL ARTICLES ARE AVAILABLE ONLY IN THE JOURNALS CITED. THE ARTICLES ARE NOT ON MICROFICHE.

EJ265593 CG522811

Job Change in Dual-Career Families: Danger or Opportunity?

Kilpatrick, Allie C.

Family Relations, v31 n3 p363-68 Jul 1982

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); CONFERENCE PAPER (150); REVIEW LITERATURE (070)

Presented at the Second Annual National Conference of the Alliance of Family Therapy and Family Research, Florida State University, April, 1981. Examines job changes in terms of crisis theory and aspects of counseling dual-career families during the job-change crisis. (RC)

Descriptors: Adjustment (to Environment); *Career Change; *Counseling Techniques; *Crisis Intervention; *Family Relationship; Guidelines; Interpersonal Relationship; Problem Solving; Spouses; State of the Art Reviews; Values

Identifiers: *Dual Career Family

EJ261123 CG522316

Age Discrimination in Employment: Counselor Responsibilities.

Sander, Daryl

Counselor Education and Supervision, v21 n3 p213-17 Mar 1982

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Discusses the nature of age discrimination in employment, and the Age Discrimination in Employment Act. Notes implications for counseling services including the need for counselors to develop increased skills in working with persons making midcareer changes. Discusses implications for counselor education. (RC)

Descriptors: *Age Discrimination; Career Change; Civil Rights Legislation; *Counseling Services; *Counseling Techniques; *Counselor Training; *Employment Problems; Guidelines; Higher Education; Midlife Transitions; State of the Art Reviews; Stereotypes

EJ261114 CG522307

Expanding College Career Centers to Meet the Needs of Adults.

Heppner, Mary J.; Olson, Sandra K.

Journal of College Student Personnel, v23 n2 p123-28 Mar 1982

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Discusses how existing college career centers can be expanded to be more responsive to the needs of adults.

Describes how adjustments in staffing patterns and training in the environment, resources, and public relations efforts at the University of Missouri created an effective evening career counseling service for community adults. (JAC)

Descriptors: Adult Development; *Adults; Career Change; Career Planning; *Counseling Services; Higher Education; Peer Counseling; Program Descriptions; Program Effectiveness; *School Community Programs; *School Community Relationship; *Student Personnel Services

Identifiers: *Career Centers

EJ250810 CE511280

The Sweat of Their Brows: A Look Back Over Occupational Information and Career Counseling.

Flanders, Russell B.; Baxter, Neale

Occupational Outlook Quarterly, v25 n3 p9-11 Fall 1981

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

An historical look at the changes in the make-up of the American workforce is presented, beginning with the 1820 census. Also discusses the development of career counseling and occupational publications. (CT)

Descriptors: *Career Change; *Career Counseling; *Career Development; *Job Development; *Labor Force; *Occupational Information

EJ249756 CG521160

A Model for a Midlife Career-Decision-Making Workshop.

Finnegan, Rex; And Others

Vocational Guidance Quarterly, v30 n1 p69-72 Sep 1981

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)

Presents a workshop focusing on increasing self-knowledge of participants and their environment, and decision making skills for occupational midlife reassessment and change. Concludes that these workshops should be pursued by counselors in other settings to assist clients in transition. Personal sharing among participants led to self-insight and reduced anxiety. (JAC)

Descriptors: *Career Change; Career Choice; *Career Development; *Counseling Techniques; *Decision Making Skills; Group Dynamics; Interest Inventories; *Midlife Transitions; Program Effectiveness; Workshops

EJ246811 CG520835

"I Get By with a Little Help from My Friends": The Importance of Support Systems.

Waters, Elinor B.; Goodman, Jane

Vocational Guidance Quarterly, v29 n4 p362-69 Jun 1981

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)

Discusses the nature of, rationale for, and importance of support systems. Two models for using support systems in career counseling are presented: needs assessment model and pictorial (Gestalt) model. Techniques for helping adult clients use supports in the career-change process are described. (RC)

Descriptors: Adjustment (to Environment); Adults; *Career Change; *Career Counseling; *Coping; Mental Health; Midlife Transitions; *Needs Assessment; Stress Variables

Identifiers: *Support Systems

EJ246808 CG520832

Emerging Models of Career Development Groups for Persons at Midlife.

Brown, Duane

Vocational Guidance Quarterly, v29 n4 p332-40 Jun 1981

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140); EVALUATIVE REPORT (142)

Outlines and critiques four general models for providing career development experiences to persons at midlife. The four models are: self-help, informational, developmental, and structured group. Suggests close scrutiny exposes flaws in each model but that the developmental model offers most promise. (RC)

Descriptors: Career Counseling; *Career Development; Decision Making; Evaluation Criteria; *Group Guidance; Independent Study; *Individual Development; *Information Dissemination; Middle Aged Adults; Midlife Transitions

Identifiers: *Critical Analysis

EJ246807 CG520831

Counseling Male Midlife Career Changers.

Isaacson, Lee E.

Vocational Guidance Quarterly, v29 n4 p324-31 Jun 1981

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); CLASSROOM MATERIAL (050); REVIEW LITERATURE (070)

Discusses the causes of voluntary and involuntary midlife career changes by men. Examines factors to be considered by counselors whose clients are involved in these transitions. (RC)

Descriptors: *Career Change; *Career Counseling; Career Development; *Counseling; Family Influence; *Males; Middle

Aged Adults; Midlife Transitions; Occupational Aspiration; Social Attitudes

EJ233997 CG520114

So You've Been a Teacher, Now What?: Counseling the Teacher Changing Careers.

Kahnweiler, Jennifer Boretz

Vocational Guidance Quarterly, v29 n2 p164-71 Dec 1980

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)

Growing numbers of teachers are seeking new careers as shrinking enrollments decrease available jobs and internal conditions increase stress. A small workshop setting can be an effective method of career counseling that includes self-assessment, career planning, and skill development. (JAC)

Descriptors: *Career Change; *Career Counseling; *Counseling Techniques; Counselor Role; *Faculty Mobility; *Job Search Methods; Models; Teacher Persistence; *Teachers; Teaching Conditions; Workshops

EJ236009 CE510447

Adult Student Personnel: Adoption of a Function.

Allen, Robert A., Jr.

New Directions for Continuing Education, n2 p103-08 1979

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Activities of the Adult Student Personnel Association emphasized life planning and counseling services for adult learners. (SK)

Descriptors: *Adult Development; *Adult Students; Career Change; *Educational Counseling; *Middle Aged Adults; Postsecondary Education

Identifiers: *Adult Student Personnel Association

EJ235999 CE510437

Programming for Mid Life.

Knox, Alan B.

New Directions for Continuing Education, n2 p37-43 1979

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

An overview is provided of continuing education programs for mid-life change, with an emphasis on the offerings of community colleges and employers; on career, family life, and women's education; and on counseling. (SK)

Descriptors: *Adjustment (to Environment); *Adult Counseling; *Career Change; *Career Counseling; *Continuing Education; *Family Life Education; *Middle Aged Adults; *Postsecondary Education; *Program Development; *Womens Education

EJ213776 CE509009

How to Help Adults Manage Change.

Jacobson, Marilyn D.

VocEd, v54 n7 p40-43 Oct 1979

Available from: Reprint: UMI

Language: ENGLISH

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Reviews types of counseling services identified by the Adult Career Advocates Project that are available to out-of-school youth and adults. Suggests techniques that teachers and counselors can use to prepare upcoming generations for the changes and crises likely to be encountered. (LRA)

Descriptors: *Adults; *Career Change; *Career Counseling; *Career Guidance; *Career Planning; *Out of School Youth

EJ211371 HE511898

Implications for Counselors from National Student Data.

Ochsner, Nancy L.

New Directions for Education, Work and Careers, (Using Longitudinal Data in Career Counseling) n7 p9-29 1979

Available from: Reprint: UMI

Language: ENGLISH

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

National student data reveal the inadequacies of college career counseling as students request more help earlier in their educational experience. The survey is discussed including: institutional categorization, entering college, selecting a major, suggested changes, choosing a career, changing career plans, and career counseling. (Author/MLW)

Descriptors: *Career Change; *Career Choice; *Career Counseling; *Career Planning; *College Graduates; *Education Work Relationship; *Higher Education; *Job Satisfaction; *Labor Market; *Longitudinal Studies; *Majors (Students); *National Surveys; *Outcomes of Education; *Student Attitudes; *Student Needs; *Surveys; *Vocational Followup

EJ210671 CG517042

Guided Fantasy in the Career Counseling of Women.

Pace, Diana G.; Weissberg, Michael

Journal of the NAWDAC, v43 n1 p30-33 Fall 1979

Available from: Reprint: UMI

Language: ENGLISH

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Advantages of guided fantasy as a counseling technique are presented. Emphasis is placed on the use of guided fantasies in the career counseling of women. Accounts of two fantasies, sex reversal and role stripping, are presented along with briefer descriptions of others. Suggested procedures for implementing fantasy experiences are discussed. (Author)

Descriptors: *Career Change; *Career Choice; *Career Counseling; *Case Studies; *Counseling; *Employed Women; *Fantasy; *Females; *Sex Role

EJ206659 HE511490

Community-Based Information and Counseling Services.

Heffernan, James M.

New Directions for Education and Work, (Improving Educational Information Services) n5 p65-81 1979

Language: ENGLISH

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); REVIEW LITERATURE (070)

Services of community-based agencies, besides information and referral, are described. Their assessment, counseling, advocacy, and outreach services are designed to aid adult learners. Three case examples are discussed: the Community Based Educational Counseling for Adults (CBECA) program in Wisconsin, Boston's WINNERS program, and two library-based programs in Pennsylvania. (AF)

Descriptors: *Adult Counseling; *Adult Students; *Career Change; *Career Counseling; *Career Planning; *Case Studies; *Community Information Services; *Counseling Services; *Educational Counseling; *Education Work Relationship; *Libraries; *Lifelong Learning; *Outreach Programs; *Postsecondary Education; *Program Descriptions; *Referral; *School Community Relationship

Identifiers: *Community Based Educational Counseling for Adults; *WINNERS Program

EJ201281 EA511247

"Job Change Services for Educators: A Positive Approach to Career Alternatives."

Mansergh, Gerald; Michael, Marian
Catalyst for Change, v8 n3 p20-23 Spr 1979
Available from: Reprint: UMI
Language: ENGLISH

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

A pilot program to help teachers, counselors, and administrators make career transitions from education to other fields of endeavor is operating in Minnesota. (Author/MLF)

Descriptors: *Career Change; *Career Guidance; *Declining Enrollment; Elementary Secondary Education; Program Descriptions; *Reduction in Force; *Teacher Supply and Demand

EJ199828 IR506403

Lifelong Learning Center: An Experiment in Counseling Succeeds.

Milner, Arthur
American Libraries, v10 n1 p32-34 Jan 1979
Available from: Reprint: UMI
Language: ENGLISH

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Describes the evolution and program of Philadelphia's Lifelong Learning Center, which stresses helping individuals to overcome problems of unemployment due to job obsolescence, mid-life career change, women returning to the job market, and career education and planning. Both workshops and individual interviews are used in working with clients. (Author/MBR)

Descriptors: Adults; *Career Counseling; *Educational Counseling; *Program Descriptions; Public Libraries; Workshops
Identifiers: *Lifelong Learning Center

EJ177212 CG513888

Adults in Transition

Arbeiter, Solomon
Journal of College Placement, 38, 3, 54-8 Spr 1978
Available from: Reprint Available (See p. vii); UMI
Language: ENGLISH

The concept of evolutionary life cycles should become an integral part of a job placement process. The college educational process should be the beginning of a lifetime of learning and earning and not be viewed as a point of departure into an unknown work world. (Author)

Descriptors: *Adult Counseling; *Adult Students; *Career Change; *Career Development; Developmental Stages; *Job Placement; *Nontraditional Students; Postsecondary Education; Research Projects; Student Needs

The Employment Patterns of Rehabilitation Counseling Graduates

Gregg, Charles H.
Rehabilitation Counseling Bulletin, 20, 4, 302-303 Jun 1977

Language: ENGLISH

The University of Utah Rehabilitation Counseling Program conducted a 20-year follow-up survey of 129 graduates to examine the occupations they have held following graduation. The results are discussed in terms of the possible implications for federal and state administrators and rehabilitation educators. (Author)

Descriptors: *Counselor Training; *Educational Programs; *Career Choice; *Rehabilitation Counseling; *Career Change; Program Evaluation; College Graduates; Research Projects; Followup Studies

EJ161788 CE506540

Second Careers and the Adult Educator

McMillan, Robert L.
Adult Leadership, 25, 7, 201-203 Mar 1977
Language: ENGLISH

An examination of major factors related to career change. Discussion covers work ethic, work motivation, and the role of the adult counselor and adult education in adult vocational development. (SH)

Descriptors: *Adult Counseling; Adult Education; *Career Change; *Career Development; *Counselor Role; Economic Factors; Educational Responsibility; Employment; *Motivation; *Work Attitudes

EJ160273 CG512476

Counseling for Mid-Life and Beyond

Entine, Alan D.
Vocational Guidance Quarterly, 25, 4, 332-336 Jun 1977
Language: ENGLISH

Psychological and economic factors characterize the life needs of persons as their life patterns change at mid-life and later. These elements can be seen as counselors work with mid-life and postretirement change and with counselees' responses. (Author)

Descriptors: *Adult Development; Career Change; *Career Counseling; Career Planning; *Developmental Stages; *Helping Relationship; *Life Style; *Middle Aged Adults; Models

EJ160271 CG512474

Mid-Career Change: Self-Selected or Externally Mandated?

Thomas, L. Eugene

Vocational Guidance Quarterly, 25, 4, 320-327 Jun 1977

Language: ENGLISH

Career change and life-style are closely related, but not in all instances. Different kinds of changers are examined and implications for counseling are drawn. (Author)

Descriptors: *Adult Development; *Career Change; *Career Counseling; *Career Development; *Life Style; Middle Aged Adults; State Of The Art Reviews

EJ149996 CG511522

Counseling Older Persons: Career Change and Retirement

Sinick, Daniel

Vocational Guidance Quarterly, 25, 1, 18-24 Sep 1976

Language: ENGLISH

The growing proportion of older persons in the population offers counselors opportunities to exercise their expertise and to reap further rewards of professional service. Helping professionals must become expert regarding the counseling needs of older persons and special considerations and emphases in meeting these needs. (Author)

Descriptors: *Career Change; *Career Counseling; *Career Exploration; Career Guidance; *Older Adults; *Retirement; State Of The Art Reviews

EJ147850 CG511351

Mid-Life Counseling: Prognosis and Potential

Entine, Alan D.

Personnel and Guidance Journal, 55, 3, 112-114 Nov 1976

Language: ENGLISH

Describes the sociological, economic, and psychological considerations that are encouraging persons to seek new mid-life educational, career, and life style changes. Discusses these considerations and the counselor's role. (Author)

Descriptors: *Adult Counseling; Adult Development; Behavior Patterns; Career Change; Counselor Role; *Helping Relationship; *Middle Aged Adults; State Of The Art Reviews; Vocational Adjustment

EJ147849 CG511350

Multiple Motivations for Mid-Career Changes

Heddesheimer, Janet

Personnel and Guidance Journal, 55, 3, 109-111 Nov 1976

Language: ENGLISH

The author maintains that mid-career changes should be viewed as a natural step in a career pattern rather than a radical shift that forsakes all that went before. She outlines some considerations for counselors. (Author)

Descriptors: *Adult Counseling; Adult Development; Behavior

Patterns; *Career Change; *Helping Relationship; *Middle Aged Adults; State Of The Art Reviews; *Vocational Adjustment

EJ146177 CG511136

Career Education for Older People

Sheppard, N. Alan

Educational Gerontology, 1, 4, 399-412 Oct 1976

Language: ENGLISH

Career education directed at training older people to work in human services, is viewed as a viable concept. It can help older adults "retire to" rather than "retire from" and help them help themselves, their peers, and others. This paper encourages new and/or second careers for many older people. (Author)

Descriptors: Career Change; *Career Counseling; *Career Education; Educational Gerontology; *Employment Problems; Human Services; *Older Adults; *Retirement; *Retraining; State Of The Art Reviews

EJ146013 CG510972

Existing Programs and Emerging Strategies

Harrison, Laurie R.; Entine, Alan D.

Counseling Psychologist, 6, 1, 45-49 1976

Language: ENGLISH

An examination of the scope and dimensions of adult counseling programs in the United States. Emphasis is placed upon a 1974 national survey of adult career planning and development programs. Counseling programs for women, ethnic minorities, and mid-career change are highlighted. Prospective strategies to improve adult counseling efforts are discussed. (Author)

Descriptors: *Adult Counseling; *Adult Development; *Adult Programs; Career Planning; *Counseling Services; National Surveys; Program Descriptions; *Program Improvement; State Of The Art Reviews

EJ140962 CG510364

The Right Strategy Began with a Skills Resume

Stimac, Michele

Journal of the NAWDAC, 39, 3, 143-147 Spr 1976

Language: ENGLISH

This article is the second in a series by the author describing how Janet looked for and found a job 3,000 miles away because she employed an effective job search strategy and developed an appropriate skills resume. (Author)

Descriptors: *Career Change; *Career Guidance; Case Studies; *Job Applicants; Job Skills; *Search Strategies; *Skill Analysis

Identifiers: *Resume

EJ140877 CE505188

The Mid-career Counseling Process

Entine, Alan D.

Industrial Gerontology, 3, 2, 105-11 Spr 1976

Language: ENGLISH

Individuals at the mid-life stage are likely to experience a combination of psychological and economic causes for seeking change. A model for mid-career counseling centers is presented to enable programs to use an appropriate combination of career and personal counseling techniques to meet individual needs. (Author)

Descriptors: *Career Change; *Career Counseling; Counseling Effectiveness; Economic Factors; Educational Needs; *Guidance Centers; *Individual Counseling; *Middle Aged Adults; *Models; Psychological Needs

EJ140876 CE505187

Second Careers: An Integrated Learning Experience in Career Change for Older Persons

Boren, Nona; And Others

Industrial Gerontology, 3, 2, 75-82 Spr 1976

Language: ENGLISH

The Second Careers program (which combines academic work, experiential learning, and group and individual counseling to assist older persons in mid-life transition who are contemplating a career change) is described. A report of a conference which was part of the program is included. (MS)

Descriptors: *Adult Counseling; *Career Change; Career Counseling; *Conferences; Demonstration Programs; Educational Gerontology; Individual Needs; *Learning Experience; *Middle Aged Adults; *Program Descriptions

EJ127437 CG509460

"You Can Get a Job These Days, Even 3,000 Miles Away...With the Right Strategy"

Stimac, Michele

Journal of the NAWDAC, 39, 1, 37-40 Fall 1975

Language: ENGLISH

Describes the process one woman went through to find a job in another part of the United States. Tips on job-search strategies, such as self-assessment and skills assessment, are given. (EJT)

Descriptors: *Career Change; *Career Counseling; Employment Opportunities; *Information Retrieval; Job Applicants; Job Development; *Models; *Search Strategies

EJ122378 CG509106

Counseling Middle-Aged and Older Workers

Tomita, Kiku

Journal of Employment Counseling, 12, 3, 100-105 Sep 1975

Language: ENGLISH

Case studies are cited in which applicants were assisted by the counselor in assessing their experience and abilities and relating them to the job market. Types of cases discussed are retirees wanting to return to work, homemakers reentering the business world, and men and women seeking a change of occupations. (Author)

Descriptor: *Adult Counseling; *Career Change; *Career Counseling; Career Guidance; Case Studies; Employment Potential; Employment Services; *Job Placement; *Older Adults; Self Concept

EJ112278 CG508295

A Factor Analysis of Personal Adjustment and Vocational Measures of Client Change

Bolton, Brian

Rehabilitation Counseling Bulletin, 18, 2, 99-104 Dec 1974

Language: ENGLISH

A study of vocational and personal adjustment measures of client change was conducted. Results showed vocational success and self-reported psychological adjustment are independent dimensions of client change. (Author/EK)

Descriptors: *Rehabilitation Counseling; *Self Concept; *Vocational Adjustment; *Adjustment (To Environment); *Psychological Patterns; Research Projects; Career Change; Factor Analysis

EJ112248 CG508265

Updating and Midcareer Development and Change

Dubin, Samuel S.

Vocational Guidance Quarterly, 23, 2, 152-157 Dec 1974

Language: ENGLISH

This article describes a model for updating and midcareer development and change. The model consists of motivation and work environment variables. (Author)

Descriptors: *Adult Education; *Career Change; *Career Guidance; Counseling; Employment; Research Projects; *Vocational Maturity

EJ112129 CE502477

Counseling Middle-Aged and Older Workers

Tomita, Kiku

Industrial Gerontology, 2, 1, 45-52 W 1975

Language: ENGLISH

Employment counselors can play an important role in helping mature job seekers obtain work. Case studies are cited where applicants were assisted by the counselor in assessing their experience and abilities and relating them to the job market. Testing may be a useful tool in the assessment process. (Author)

Descriptors: *Adult Counseling; Career Change; *Career Counseling; Case Studies; *Employment; *Employment Counselors; Job Applicants; *Older Adults; Testing; Underemployment

EJ106697 SP503100

Career Change

Ripley, Theresa M.; Neal, Larry L.

Journal of Health, Physical Education, Recreation, 45, 9, 62 Nov/Dec 1974

Language: ENGLISH

Descriptors: *Career Change; *Career Choice; *Careers; *Workshops; *Counseling

EJ089105 CE500301

Counselling for Career Survival

Gaymer, Rosemary

Canadian Vocational Journal, 9, 3, 30-3 F 1973

Language: ENGLISH

There is a need for vocational counseling to become and remain competitive in the constantly changing job market. Emphasis within career planning should be on adaptability to change and versatility. (DS)

Descriptors: *Career Change; *Career Counseling; Career Education; *Career Planning; Counseling; *Counseling Theories

Technical-Professional Utilization

Seiler, Dale A.; Lacey, David W.

Journal of Vocational Behavior, 3, 4, 443-451 Oct 1973

Language: ENGLISH

The Professional Utilization of one engineering organization was assessed, using the Work Adjustment Theory. The resulting data can be used to: (1) identify mismatches between individuals and jobs; (2) identify undesirable jobs in terms of requirements and rewards; and (3) evaluate the effectiveness of organizational and personnel changes. (Author)

Descriptors: *Adjustment (To Environment); Career Change; *Career Choice; *Career Counseling; Career Development; *Job Satisfaction; *Vocational Adjustment

EJ037796 AC501130

An Educational Strategy for Professional Career Change

Farmer, James A., Jr.; Williams, Robert G.

Adult Leadership, 19, 10, 318-320+ Apr 1971

Language: ENGLISH

There is increasing evidence that sizeable numbers of 30, 40, and even 50 year old persons in a variety of professions, voluntarily or of necessity, are becoming involved in the professional career changing process. (EB)

Descriptors: *Adult Counseling; *Career Change; *Models; *Professional Personnel

EJ014472 CG501138

Job Satisfaction Research of 1966-67

Pallone, Nathaniel J.; and others

Personnel Guidance J., 48, 6, 469-74 1970 Feb. 1970

Language: ENGLISH

Reviews earlier studies and 103 reports relating job satisfaction to some 53 variables. The format: overview, variables investigated, current emphasis, is standard. (Author)

Descriptors: Career Change; Career Choice; *Counseling; Counselors; *Job Satisfaction; Literature Reviews; Measurement; Measurement Instruments; Psychological Needs; *Research; *Research Methodology; *Review (Reexamination)

EJ084229 CG506270

Adapting The Work Adjustment Theory For Assessing

FORMAT OF RESOURCES IN EDUCATION (RIE)

Clearinghouse Accession Number

ERIC Document Number (ED#)

Title of Document

Author of Document

Date Published

EDRS Price *

Abstract of Document

Descriptors (words which tell
the contents of the document)

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back page. MF--microfiche;
PC--paper copy. Other sources
are listed when not available
from EDRS.

ED202495 JC810216

Community College Vocational Education 1980's: Crucial
Variables and Faculty Growth.

Landis, Jeanne T.

25 Mar 1981 21p.; Paper prepared for the Annual Community
College Research Conference (Monterey, CA, March 25-27, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); PROJECT DESCRIPTION
(141); CONFERENCE PAPER (150)

Geographic Source: U.S.; California

Journal Announcement: RIEOCT81

After examining societal factors that shape the role of
vocational education, this paper presents instructional
delivery and faculty development models designed to meet the
vocational education needs of contemporary society. The report
first identifies, as part of a model for educational
viability, three forces affecting vocational programming:
society's demands for a trained workforce, the individual's
demands for fulfilling employment and upward mobility, and the
subject matter taught in response to the demands of both. The
interaction of these forces is then examined in an historical
review of the development of vocationalism in American higher
education. A discussion follows of forces currently affecting
vocational education, including increasing fiscal conservatism
and the diversity of students and their needs and demands. The
paper then presents four models for increasing educational
effectiveness: (1) a student achievement model, which depicts
student success as a function of his/her ability to define and
work toward personal goals; (2) a model for individualized
instruction, which gears the instructional and adjunct
operations of a college toward meeting the learning objectives
of students; (3) a counseling model designed to increase
retention by helping the student to set and achieve realistic
goals; and (4) a faculty growth model, which provides
incentives and support. Diagrams illustrate the models. (JP)

Descriptors: *Academic Achievement; Access to Education;
College Faculty; *Educational Counseling; Educational History;
Educational Trends; *Faculty Development; *Individualized
Instruction; Models; Social Stratification; Socioeconomic
Influences; Student Educational Objectives; Two Year Colleges;
Two Year College Students; *Vocational Education

ED220785 CG016192

**Counseling Women for Life Decisions. Searchlight Plus:
Relevant Resources in High Interest Areas. 27+.**

Frenza, Mary

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

1982 150p.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Contract No.: 400-78-0005

Available from: ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 (\$4.50).

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: ERIC PRODUCT (071); BIBLIOGRAPHY (131)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEFEB83

This review of the literature related to counseling women, based on a computer search of the ERIC database, emphasizes the need for decision-making skills to cope with social change and the women's movement. The influence of locus of control on decision-making is reviewed along with theories about motivational factors for women and students. Role perception, role conflicts, multiple roles, life satisfaction, midlife career changes, and reentry problems are discussed, and programs designed to cope with these changes are described. Implications for counselors are also suggested. The document concludes with the actual annotated computer search used for the literature review. (JAC)

Descriptors: *Adult Counseling; *Adult Development; Annotated Bibliographies; Counselor Role; *Decision Making Skills; *Females; Literature Reviews; Locus of Control; Midlife Transitions; *Motivation; Role Conflict; *Sex Role; Social Change

ED220614 CE033457

NATCON 1 = CONNAT 1.

Canadian Commission of Employment and Immigration, Ottawa (Ontario).

1982 149p.; Based on presentations made at the National Consultation on Employment Counselling Research (December 1-3, 1981) and the National Consultation on Vocational Counselling (January 26-28, 1982). For a related document see CE 033 458. Published in French under the title "CONNAT 1."

Report No.: ISBN-0-662-12108-2

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); RESEARCH REPORT (143); POSITION PAPER (120)

Geographic Source: Canada; Ontario

Journal Announcement: RIEFEB83

Government: Foreign

The first of a series of collections of papers, this volume consists of seven articles. Included in the volume are the following articles:

Counselling," by Andre Paquin; "Decision-Counselling Research and Practice: A New Start," by R. V. Peavy; "Pragmatic Counselling: Working with Clients and Situations as They Actually Are," by R. V. Peavy; "Career Development Processes and Interventions: A Prescription for the Guidance Machine," by David V. Tiedeman; "Towards a Model of Career Adaptation: A Review of the Literature on Adult Development and Its Implications for Career Adaptation," by Heather Hopwood; "The Identification of the Importance of Work," by M. Catherine Casserly; and "Changing Global Scene and Its Implications for Planning Personal Futures," by Fred G. Thompson. (MN)

Descriptors: Adult Development; Career Change; *Career Counseling; *Career Development; *Career Planning; *Counseling Techniques; *Counseling Theories; Decision Making; Educational Research; Employment; *Employment Counselors; Literature Reviews

Identifiers: Canada

ED215246 CG015849

Enhancing the Adult Experience: Counseling Approaches and Activities.

Benjamin, Libby; Walz, Garry R.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

1982 141p.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Contract No.: 400-78-0005

Available from: ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 (\$10.00).

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: ERIC PRODUCT (071); NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Michigan

Journal Announcement: RIESEP82

This document is one of three monographs resulting from a three-year study of adult counseling programs and practices in the United States. The first section of this monograph describes issues and potential problems associated with four frequently-experienced adult life transitions, i.e., divorce, midlife career change, preretirement planning, and leisure. For each area, three field-tested activities that counselors can adopt or adapt for use in their work settings are included. The second section provides an overview of adult development and adult counseling. Generalizations are presented regarding both the adult experience and appropriate adult counseling behaviors. For each concept, implications for the adult counseling profession are included. A brief summation of adult counseling is followed by extensive resource lists for the four selected life transitions and for the adult experience in general to offer more in-depth reading and practical counseling materials. (Author/NRB)

Descriptors: Adjustment (to Environment); *Adult Counseling; Adult Development; *Career Change; Coping; Counseling Techniques; Counselors; *Divorce; Helping Relationship; *Leisure Time; *Midlife Transitions; *Retirement

ED214809 S0013856

The Career-Related Services of the Learned and Professional Societies in the Humanities and Social Sciences: A Report.

American Association for the Advancement of the Humanities, Washington, DC. Washington Humanities Forum.

4 Jan 1982 34p.

Sponsoring Agency: Danforth Foundation, St. Louis, Mo.

Available from: Washington Humanities Forum, American Association for the Advancement of the Humanities, 918 16th Street, N.W., Washington, DC 20006 (\$2.00).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEAUG82

This report provides the results of a survey of the

career-related services of 44 learned and professional societies in the humanities and social sciences in the United States. In October 1980, 44 organizations responded to a written questionnaire asking for information on a wide variety of issues and topics concerned with career related services. In addition, when possible, follow-up telephone conversations took place and societies provided additional information and written materials. Among the general findings are (1) small organizations have the most difficulty committing resources to career needs yet have the best record of coordinating their employment efforts; (2) most career services are directed at academic appointments and at entry-level positions; (3) many societies provide special services for women and minorities; (4) there is a genuine collaboration between some societies serving the same disciplines and concerted effort to avoid duplication of services; and (5) there is a similar, consistent approach to the topic of career-related services among the more active societies. Although learned societies cannot correct the job market, they can do more to provide collective and balanced assistance to struggling jobseekers, especially nonacademic employment. Appendices contain a list of the organizations surveyed, a chart of the extent of staff and committee service to career-related activities, and a chart of the career-related services. (NE)

Descriptors: Career Change; *Career Counseling; Career Ladders; Employed Women; Employment Services; *Humanities; *Information Services; Job Search Methods; Minority Groups; Occupational Surveys; *Professional Associations; Referral; *Services; Social Science Research; *Social Sciences

ED213457 JC820064

The Career Life Assessment Skills Series (C.L.A.S.S.): A Program to Meet Adult Development Needs. Final Report

Curtin, Bernadette M.; Hecklinger, Fred

Northern Virginia Community Coll., Alexandria.

Jun 1981 67p.; Conducted as part of the Vocational Guidance and Counseling Project under the Vocational Education Amendments of 1976. For related documents, see ED 212 337 and JC 820 048-052.

Sponsoring Agency: Virginia State Dept. of Education, Richmond.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEJUL82

The Career Life Assessment Skills Series (CLASS) project was designed to increase the career, self-assessment, and counseling programs available to adults in the Northern Virginia area. Workshops, audiovisual materials, and booklets were developed by Northern Virginia Community College (NVCC) on the following eight topics considered necessary for the fulfillment of the vocational and educational needs of area adults: your unique self, job market investigation, job campaign strategies, job keeping and revitalization, the federal employment process, academic survival skills, mid-life and career transitions, and pre-retirement planning. This project report begins by describing the goals and design of CLASS and the adult population at which the project was targeted. Next, a chronological time schedule covering August 1980 through June 1981 outlines the CLASS activities. The results and accomplishments of the project are then delineated in the areas of fall, winter, and spring 1980-81 workshops; the development of booklets and audiovisual materials; acquisition of written materials; publicity; professional development opportunities; travel and outreach; and project evaluation. The final section presents conclusions, implications, and recommendations. Extensive appendices contain publicity fliers, resource lists for the eight workshop and booklet topics, a news release, a guide to resources at NVCC's Career Center, and a workshop evaluation form. (KL)

Descriptors: *Adult Development; *Adult Education; Adult Programs; Career Choice; Career Development; *Career Guidance; Community Colleges; *Outreach Programs; Program Descriptions; Program Development; Program Evaluation; Publicity; Staff Development; Two Year Colleges; Workshops

ED211917 CG015710

Uses of Assertiveness Training for Women in Midlife Crises.

Stringer-Moore, Donna M.

26 Aug 1981 10p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); CONFERENCE PAPER (150)

Geographic Source: U.S.; Washington

Journal Announcement: RIEJUN82

Midlife crises require different behavioral responses for women who have made decisions about marriage, motherhood, and career. For women experiencing midlife crises, assertiveness training has the potential to resolve conflicts. Assertiveness training (AT) consists of three components, i.e., skills training, anxiety reduction, and cognitive restructuring. The three major settings in which assertiveness training can occur include therapy, training, and self-help. Assertiveness training can help women deal with such problems as compassion traps, depression, new responsibilities, dating, job-related conflicts, and self-esteem. For each problem, the AT component receiving most stress by the therapist and the order in which the components are introduced should be determined by the nature of the problem and the life history of the individual. (RC)

Descriptors: *Adult Development; Anxiety; *Assertiveness; Cognitive Development; *Counseling Techniques; *Depression (Psychology); *Females; Middle Aged Adults; *Midlife Transitions; Self Concept; State of the Art Reviews

ED209615 CG015571

Assisting the Older Job Seeker: A Counselor Training Manual.
Educational Series, Number 8.

Romanuk, Jean Gasen; And Others
Virginia Commonwealth Univ., Richmond.
Oct 1980 229p.

Sponsoring Agency: Governor's Employment and Training
Council, Richmond, Va.

Available from: Virginia Center on Aging, Virginia
Commonwealth University, Richmond, VA 23284 (\$9.00).

EDRS Price - MF01/PC10 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); PROJECT
DESCRIPTION (141)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEAPR82

This training manual is designed to increase the interviewing, counseling, and placement skills of counselors in public agencies who work with older clients seeking employment. Information concerning the needs and concerns of older people is included, focusing on training to enhance individual and group counseling skills as well as structured training in group methodology for job-search, problem-solving, and job development skills. The materials provide an overview of the training program, its goals, objectives, and needs assessment followed by: (1) plans for developing the training program; (2) activities and exercises for learning about gerontology and older workers; (3) an interpersonal skills package for enhancing intergroup processes; and (4) an eight-part series of structured group training modules for career management. The appendix contains sample needs assessment, activity, and evaluation forms. (JAC)

Descriptors: Age Discrimination; *Career Counseling; Counseling Techniques; *Counselor Training; *Educational Gerontology; *Employment Counselors; Job Applicants; Middle Aged Adults; Midlife Transitions; Older Adults; Program Descriptions; *Skill Development; Social Services; *Training Methods

ED208769# HE014501

Reshaping Faculty Careers.

Furniss, W. Todd
American Council on Education, Washington, D.C.
1981 171p.

Available from: American Council on Education, One Dupont
Circle, Washington, DC 20036 (\$15.00).

Document Not Available from EDRS.

Language: English

Document Type: BOOK (010); POSITION PAPER (120)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEMAR82

College teaching is examined in the context of the institution and the society that has changed socially and economically. Patterns typically followed by academics are noted, and the following influences are addressed: inflation, declining enrollments, the age distribution of faculty

members, the notion of autonomy of faculty members, faculty members as entrepreneurs, accountability pressures and bureaucratization of an institution or systems of institutions, and government regulation and colleges. Theories of adult and career development are reviewed in terms of their usefulness in guiding decisions affecting today's faculty members. The extent to which a college or university could support career development or assessment activities for its faculty and staff members would relate to questions about effectiveness, reliability, and costs. Characteristic cases of seven faculty members whose careers illustrate difficulties academics may face at several stages of their lives are considered. Institutional approaches to resolving some of the faculty members' difficulties, and approaches taken by faculty members themselves, are examined, along with steps that may benefit younger faculty members, professors in midcareers, and those approaching retirement. Dilemmas facing those who may wish to alter traditional career patterns and recommendations addressed to faculty members, institutional administrators, trustees, and others are also considered. A bibliography is appended. (SW)

Descriptors: Academic Freedom; Accountability; *Adult Development; Career Change; *Career Guidance; Change Strategies; *College Faculty; Economic Factors; *Faculty College Relationship; *Faculty Development; Government School Relationship; Higher Education; Personnel Policy; Social Change; Sociocultural Patterns; *Teaching (Occupation)

ED208168 CE030221

Workshop Presentations of the World Seminar on Employment Counseling (Ottawa, Ontario, September 1980).

Ross, Gladys G., Ed.

Canadian Commission of Employment and Immigration, Ottawa (Ontario).

[1980 563p.; Some pages will not reproduce well due to small print.

EDRS Price - MF02/PC23 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); POSITION PAPER (120); PROJECT DESCRIPTION (141)

Geographic Source: Canada; Ontario

Journal Announcement: RIEMAR82

Government: Foreign

This monograph presents 26 papers addressed to workshop sessions representing thought and innovation in employment counseling and vocational guidance. Two papers are written in German, one in French, and 23 in English. Abstracts preceding each paper appear in the two languages other than that used for the paper itself. Topics covered include training of counseling services personnel (Germany); counseling for midlife career change; policies for career information, guidance, and counseling in school-work transition; PLACE, an individualized learning package to assess employability; measuring employment counselor effectiveness; career decision making and computers; counseling for mid-career change; computerized job-person matching (Sweden); conceptual approach to career education; career development in industry; employment counseling of college students (United Kingdom); "focusing" in adult career counseling; life skills training; brokering and employment counseling; STEP, self-exploration programs for career selection (Germany); competency-based inservice program for counselors; impact of a computerized guidance information system; vocational counseling as an instructional process; evaluation of employment counseling; and computer-aided vocational counseling in mid-career change. (YLB)

Descriptors: Adult Counseling; Adult Education; *Career Change; Career Choice; Career Counseling; Career Development; Career Education; *Career Guidance; Career Planning; Competency Based Education; *Computer Oriented Programs; Computers; Counseling Effectiveness; Counselor Evaluation; *Counselor Training; Education Work Relationship; *Employment Counselors; Employment Potential; Higher Education; Information Systems; Inservice Education; *Midlife Transitions; Postsecondary Education; Secondary Education; Self Evaluation (Individuals); Workshops

Identifiers: Canada; Educational Brokerage; Germany; Life Skills; Sweden; United Kingdom; United States

Sponsoring Agency: Women's Educational Equity Act Program (ED), Washington, D., amon

Available from: WEEA Publishing Center, Education Development Center, 55 Chapel St., Newton, MA 02160 (\$13.00).

EDRS Price - MF01/PC16 Plus Postage.

Language: English

Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Texas

Journal Announcement: RIEJAN82

Government: Federal

This document is a guidebook for counselors working with Black and Hispanic American women, women reentering the workforce, and underemployed/career-changing women. The material contains workshop designs, activities, checklists, readings, techniques for recruiting women, and other community outreach suggestions. Topics covered included evaluation, developing an employment resource and training service, suggestions for conducting a self-directed job search workshop, and the basic model workshop for employment skill training for the underemployed or career-changing women. Modification workshops are suggested for the minority career seeker, the job seeker, the re-entry woman, the nontraditional job seeker, faculty, and families of women employment seekers. Materials provide a step-by-step procedure for conducting the workshops. Many handouts or forms that can be reproduced and given to participants are included, along with a bibliography. (KC)

Descriptors: *Blacks; Career Change; Career Choice; *Career Guidance; Career Planning; Community Resources; Employed Parents; Employed Women; Employers; Employment; Employment Opportunities; Employment Qualifications; Family Influence; *Females; *Hispanic Americans; Instructional Materials; Job Applicants; Job Application; *Job Search Methods; Job Skills; Mexican Americans; Minority Groups; Models; Needs Assessment; Outreach Programs; Program Development; Program Implementation; Recruitment; Reentry Workers; Self Evaluation (Individuals); Teaching Guides; Teaching Methods; Transfer of Training; Underemployment; Unemployment; Values Clarification; *Workshops

ED205717 CE029686

The Career Shopper's Guide: A Development Plan Manual for an Employment Resource and Training Service.

Women's Center of Dallas, Tex

1980 379p.

ED197066 GEO27482

Career Change: Implications for Vocational Education.

De Sanctis, Vincent, Comp.

Southern Illinois Univ., Edwardsville.

Oct 1980 97p.; Papers presented at a conference held at

Southern Illinois University (Edwardsville, IL, June 3, 1980).

Sponsoring Agency: Illinois State Office of Education,

Springfield, Div. of Adult Vocational and Technical Education.

Grant No.: R-35-21-X-0531-339

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEJUN81

The four papers in this document consider alternative programs and innovative models and techniques concerned with career change and its impact on vocational education. In the first paper, Jo Shuchat addresses the issue of what vocational education is or is not doing to accommodate the increasing interest women have for nontraditional job training, and provides practical tips for getting women into nontraditional vocational programs and keeping them. In the second paper, Thomas Scanlan describes a project on entrepreneurship education at the University of Illinois, and includes several examples of strategies that can be employed in entrepreneurship education. Michael Sugarman's paper examines the phenomenon of career change and then describes how technical education preparation programs can possibly identify potential instructors. The final paper, by Charles Ryan and Robert Drummond, presents a description and analysis of an attempt in Maine to institute a statewide computer information system for career guidance. The papers were delivered at an open-invitation conference used as a strategy to identify attempts to consider the effects that the phenomenon of career change has on vocational education. (KC)

Descriptors: Adults; *Career Change; *Career Guidance; Computer Oriented Programs; Curriculum Design; Educational Needs; *Educational Policy; *Nontraditional Occupations; Nontraditional Students; *Policy Formation; Teachers; Technical Education; *Vocational Education

Identifiers: Entrepreneurship

ED195653 GEO26448

Displaced Homemakers in Connecticut. Surveys and Evaluation of Services.

Palm, Kathleen; Shepela, Sharon Toffey

Connecticut State Dept. of Education, Hartford, Div. of Vocational Education; Hartford Coll. for Women, Conn. Counseling Center.

1979 99p.; Some appendix pages will not reproduce well.

Sponsoring Agency: Office of Education (DHEW), Washington, D. C.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); RESEARCH REPORT (143)

Geographic Source: U.S.; Connecticut

Journal Announcement: RIEMAY81

Government: State

An estimated 64,490 displaced homemakers (primarily middle-aged women who have been full-time homemakers but who have lost their source of support through divorce, death, or abandonment of a spouse) live in Connecticut, and many of them need job services, counseling, and assertiveness training in order to find jobs and lead self-sufficient lives. A survey found. The survey was conducted via a mailed questionnaire to 400 social service agencies or groups, asking them to describe their services to their clients. From the 133 responses received, 60 agencies were selected to receive a more detailed questionnaire, to which 45 responded. In addition, a profile of displaced homemakers was drawn from an analysis of 4,500 files of women clients of The Counseling Center over the past ten years. Responses from the agencies indicated that at least 80 percent of their women clients lack skills, self-confidence, recent paid work experience, training, or education needed to obtain a job. Other problems faced by at least 50 percent of the women include lack of adequate child care, lack of transportation, emotional problems, age discrimination, low motivation, lack of available training, and lack of after-school care for children. The survey also showed that displaced homemakers frequently used job services and support services when they were available, although such services were provided for only a miniscule number of women. The report recommends increased services and increased funding for existing services. (KC)

Descriptors: Adults; *Career Change; *Career Counseling; *Counseling Services; *Displaced Homemakers; Employment Opportunities; *Employment Qualifications; Females; Job Placement; Job Search Methods; Job Training; Middle Aged Adults; Models; *Needs Assessment; Problems; Questionnaires; Social Agencies; *Social Services

ED195652 CE026446

PROBE: Toward Meeting the Needs of the Reentry Woman.

Gentzler, Rie
Pennsylvania State Univ., Middletown, Capitol Campus.
1980 15p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEMAY81

PROBE, Potential Reentry Opportunities in Business and Education, is a program designed to assist people, primarily women, who are reentering the labor force or school after working in the home for a number of years. Funded by the Higher Education Act, Title I, and administered by The Pennsylvania State University, PROBE is based in Dauphin County Library, Harrisburg, Pennsylvania. The program has two primary components. The counseling/networking component includes information/referral counseling, a job availability service, a resource center, workshops, and support groups. The business/industry component consists of employer contact, information sharing luncheons, and seminars. During the first year (May 1978-April 1979) contact has been made with approximately 850 people. The majority of participants have been women. More women than anticipated have recent job experience, but they want or need job or career changes. PROBE is seen by these participants as being able to help by (1) giving information, (2) one-to-one counseling, and (3) job hunting, self-awareness, job survival, and family engineering workshops. (Author/YLB)

Descriptors: Adults; Career Change; *Counseling Services; Employed Women; Employers; *Employment Opportunities; *Employment Services; *Females; *Information Services; Participation; Program Descriptions; *Reentry Workers; Resource Centers; Vocational Education; Womens Education; Workshops

Identifiers: *PROBE Program

ED193573 CG014734

Using Career Development Theory to Help Older Persons.

Doty, Lellani, Ed.

1979 36p.; Paper presented at the Annual Convention of the Florida Personnel and Guidance Association (Daytona Beach, FL, 1979).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAR81

This conference presentation describes a program designed to help counselors integrate career-development concepts with research on the needs of older people. The first part deals with the effects of loss, transition, and change on the self-concept of the older person. The second part reviews needs-assessment studies of older people and presents a sample

interview worksheet to help counselors assess how well an individual is adapting to a career transition. The third and final part presents group exercises to prepare counselors and other professional helpers for work with older people; case studies of older people who are undergoing the physical and emotional changes associated with aging, and who are experiencing emotional-adjustment problems centered on loss and career transition, are keyed to specific psychosocial theories from which counseling strategies are derived. (CS)

Descriptors: *Career Counseling; Counseling Effectiveness; *Counseling Techniques; Emotional Adjustment; *Middle Aged Adults; Needs Assessment; *Older Adults; *Retirement; Self Actualization; *Self Concept; Simulation; Social Adjustment; Work Attitudes

ED193542 CG014693

Career Counseling for Minorities at Mid-Life: Special Needs and Approaches.

Miles, Leroy

Mar 1980 8p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Atlanta, GA, March 26-29, 1980).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEMARB1

Blacks and other minorities have a more difficult time choosing and pursuing a career at mid-life than nonminorities. Lack of access to a wide range of career options is one problem. Minorities at mid-life may have a narrow view of the range of available jobs. A limited educational background is another problem. Most minorities interested in choosing, changing, or upgrading a career at midlife did not receive necessary training and experience in their early years. Lack of information about career options, lack of self-confidence in academic ability, lack of funds, and lack of adequate counseling all contribute to limited access to educational opportunities during mid-life. In order to help, counselors must make minorities more aware of counseling services which are available and would be beneficial to them. Counselors must have information about education and jobs, and be able to fit opportunities with client needs. One-to-one counseling is most effective with low-income clients. The use of tests in counseling must be carefully explained since many adults fear tests and lack test-taking skills. (NR8)

Descriptors: Adjustment (to Environment); Adults; *Blacks; *Career Change; *Career Counseling; Counseling Techniques; Educational Background; Employment Opportunities; Individual Counseling; *Middle Aged Adults; *Minority Groups; *Self Esteem; State of the Art Reviews; Test Anxiety

Identifiers: *Midlife

ED189290 CE024890

Perspectives on Adult Career Development and Guidance. Research and Development No. 181.

Campbell, Robert E., Comp.; Shaltry, Paul, Comp.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

[1978 194p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Grant No.: OB-NIE-G-78-0111

Available from: National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$10.50)

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); POSITION PAPER (120); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEDECPO

This monograph presents articles and materials which examine the relevant theoretical literature pertaining to career counseling services for adults. It reviews alternative ways to deliver career guidance to adults and identifies a set of researchable issues. The 12 articles in section 1, The Context, address the historical development of people and work and look at key policy considerations affecting adult career/occupational services. Section 2, The Theories, consolidates and examines pertinent adult and career development theories. A terse, basic explanation of major ideas of key theorists is made. Another article discusses basic themes, theoretical issues, and interrelationships. An article follows that aims to improve current constructs for understanding adult career development. Section 3, The Clients, explores the known and potential recipients of career guidance. Following an article which discusses ways to think of special populations is a series of descriptions of the unique characteristics of some special adult groups: women, minorities, mid-life career changers, pre-retired and retired, marginal workers, criminal offenders, and disabled workers. Section 4, The Programs describes documented adult career guidance needs and programs being offered to meet them. Several articles focus on key issues of delivering services to adults, such as staffing and evaluation. (YLB)

Descriptors: *Adult Development; Adult Education; *Adults; Career Change; Career Counseling; *Career Development; *Career Guidance; *Counseling Services; Disabilities; Educational Counseling; Females; Guidance Personnel; Guidance Programs; Individual Needs; Minority Groups; Prisoners; Program Descriptions; *Program Development; Program Evaluation; Program Implementation; Retirement

ED188535 HE012825

Adult Access to Education and New Careers: A Handbook for Action.

Aslanian, Carol B.; Schmelter, Harvey B., Ed.

College Entrance Examination Board, New York, N.Y. Future Directions for a Learning Society.
1980 149p.

Available from: College Board Publication Orders, Box 2815, Princeton, NJ 08541 (\$9.75)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIENOV80

In an effort to help colleges and universities meet the needs of the growing portion of the adult American population seeking postsecondary education, this handbook provides guidelines for the establishment of adult career centers. Although not prescribing a single model or instructing in counseling techniques, the handbook defines overall goals and objectives, provides a framework for planning, generates ideas, identifies choices, indicates strategies and sequences that have worked for others, and suggests practical solutions to common problems. Eight chapters address these areas: (1) objectives; (2) services and methods for offering them; (3) career materials collection planning and accumulation; (4) facilities planning (including a floor plan of an existing center); (5) planning and selection of staff; (6) finance, and the integration of budget and program planning; (7) marketing goals and methods; and (8) program evaluation. Sample checklists, reports, outlines, and budgets are included throughout. (MSE)

Descriptors: Administrator Guides; Adult Education; *Adults; Budgeting; Career Change; *Career Education; *Career Planning; Counseling Objectives; *Counseling Services; Delivery Systems; Facility Planning; *Guidance Centers; Higher Education; Marketing; Organizational Objectives; *Postsecondary Education; Program Development; Program Evaluation; Resource Centers

ED186761 CE025422

Vocational Education and Mid-Career Change. Information Series No. 198.

Heddesheimer, Janet C.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

1980 36p.

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: 498NH90003

Contract No.: 300-78-0032

Available from: National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, Ohio 43210 (\$2.80)

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEOCT80

This monograph on vocational education and mid-career change represents an attempt to survey the diverse points of view concerning modes of service delivery to adults making mid-career changes. In addition, this paper describes the characteristics of those who make changes in mid-career, provides an overview of career development theory, discusses the needs of mid-career changers, and provides information on available strategies and resources to serve mid-career changers. Finally, the implications for research and practice are discussed. (BM)

Descriptors: *Adults; *Career Change; *Career Counseling; Career Development; *Delivery Systems; Educational Resources; *Educational Strategies; Individual Characteristics; Individual Needs; Research Needs; *Vocational Education

ED182676 CG014218

Developing Coping Skills for Career Related Changes. Module

42.

Abrego, Phil; Brammer, Lawrence

American Institutes for Research in the Behavioral Sciences,
Palo Alto, Calif.

Mar 1979 123p.

Sponsoring Agency: Office of Education (DHEW), Washington,
D.C.

Available from: National Consortium Project, American
Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302
(\$3.20)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CLASSROOM MATERIAL (050)

Geographic Source: U.S.; California

Journal Announcement: RIEJUL80

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for adults in helping roles who are experiencing or anticipating life transitions affecting their careers, or who work with others facing such transitions. The goal of this module is to help participants develop skills in coping to order to manage change in their work environments. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

Descriptors: *Adult Counseling; Adult Development; *Career Change; *Coping; Counselors; *Environmental Influences; *Life Style; *Skill Development

Identifiers: *Life Transitions

ED179274 JC800024

Career Education in Community Colleges: Sourcebook II.

American Association of Community and Junior Colleges,
Washington, D.C.

[1979 138p.: Occasional small print may not reproduce well

Sponsoring Agency: Office of Career Education (DHEW/OE),
Washington, D.C.

Available from: American Association of Community and Junior
Colleges, One Dupont Circle, NW, Suite 410, Washington, DC
20036 (\$8.00)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: DIRECTORY (132)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEAPR80

This two-part sourcebook presents an overview of career education services as revealed by a survey of member institutions of the American Association of Community and

Junior Colleges and profiles the career education activities of 80 institutions in 33 states. Part I outlines the survey findings in relation to: (1) the availability of eight career education program components (i.e., career resource center, collaboration with community and feeder schools, career change services, work experience opportunities, career infusion in liberal arts, career education staff development, and breaking career stereotypes); (2) the availability of 16 specific career services to students; (3) the types of populations served and their needs; (4) the outside groups used by the colleges in their career programs; (5) the career education programs available for college staff; and (6) the types of outside assistance these colleges need to maintain their programs. The program profiles presented in Part II provide general college information, including location, enrollment, and student characteristics; career program information, such as populations served, number of staff, date established, the availability of program-developed materials and information and assistance, and the names of contact persons; and a brief narrative describing the program. (JP)

Descriptors: *Career Awareness; Career Change; *Career Counseling; *Career Development; College School Cooperation; Community Colleges; Cooperative Education; Experiential Learning; Institutional Characteristics; Job Placement; National Surveys; Nontraditional Occupations; *Program Descriptions; Program Guides; *Resource Centers; School Community Relationship; Staff Development; Student Characteristics; *Two Year Colleges

ED172037 CE022165

Metropolitan State University. An Institution for Adult Development and Career Change.

Parker, L. Allen
Technical Education Research Center, Cambridge, Mass.
Jun 1978 137p.; Not available in hard copy due to light print; For related documents see CE 021 875, CE 022 116, CE 022 161-164

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: 498AH60279

Grant No.: G007605051

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIENOV79

In the adult development and career change program of Metropolitan State University (Minneapolis-St. Paul), a student sets a career or personal enhancement goal and develops a plan detailing the competencies necessary to achieve that goal. The competencies and learning gained from prior experiences are then assessed and documented, while learning activities are designed to gain new competencies. Learning strategy options available to students include (1) group learning opportunities, (2) faculty-designed independent studies, (3) student-designed independent study, (4) internships, and (5) workshops. Metropolitan State University is unique in that it has no campus and only twenty-five permanent faculty members. It relies on community resources including the libraries of three dozen institutions and approximately 300 part-time community faculty members with special expertise. Students design and implement their own education with the guidance of a faculty advisor assigned by the institution. For this reason, the program is especially attractive to fulltime workers seeking career change. (Included in this case history are examples of students who have graduated from the program.) (LRA)

Descriptors: Adult Counseling; *Adult Development; *Adult Students; *Career Change; Career Choice; Career Development; *Career Guidance; Career Planning; Case Studies; College Credits; Experiential Learning; Higher Education; *Independent Study; Individual Development; *Individualized Programs; Internship Programs; Occupational Mobility; Program Descriptions; Retraining; School Business Relationship; Student Evaluation; *Student Responsibility; Vocational Followup

Identifiers: *Metropolitan State University MA

ED172036 CE022164

The Federal Aviation Administration's Second Career Program.
Ferrini, Paul

Technical Education Research Center, Cambridge, Mass.

Dec 1977 39p.; For related documents see CE 021 875, CE 022 116, CE 022 161-163, CE 022 165

Sponsoring Agency: Bureau of Occupational and Adult

Education (DHEW/OE), Washington, D.C.

Bureau No.: 498AH60279

Grant No.: G007605051

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIENOV79

The Federal Aviation Administration's (FAA) retraining program is for air traffic controllers who have been removed from their jobs due to either operational or medical disqualifications. The FAA's New England region second career program deals mainly with older adults who have completed their child rearing and related family responsibilities by the time they enter the program. The services provided by the second career program include vocational counseling and assessment, training, monitoring client progress, and placement services. In the New England program, primary emphasis is placed on securing on-the-job training situations for clients. According to follow-up questionnaire responses, 25% of the program graduates are currently employed. (Interviews with program participants which represent a variety of career choices and training situations are included.) (LRA)

Descriptors: *Adult Counseling; Adult Education; Adult Programs; *Adults; *Career Change; Career Choice; Career Education; *Career Guidance; Career Opportunities; Career Planning; Case Studies; Employment Opportunities; Job Placement; Job Training; Occupational Mobility; Program Descriptions; *Retraining; Vocational Followup

Identifiers: *Air Traffic Controllers; *Federal Aviation Administration

ED172035 CE022163

The Collaborative Educational Programs of the National Association of Bank Women: Mechanisms for Career Change.

Thomas, Kirk R.; Parker, L. Allen

Technical Education Research Center, Cambridge, Mass.

Jun 1978 81p.; Not available in hard copy due to light and broken type; For related documents see CE 021 875, CE 022 116, CE 022 161-162, CE 022 164-165

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: 498AH60279

Grant No.: G007605051

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIENOV79

This case description portrays the educational programs of the National Association of Bank Women designed to meet the special needs of women seeking advancement or career changes in the banking industry. After sketching several shorter programs, the case elaborates upon the collaborative Baccalaureate Degree Program in Management for Women, which is offered at Simmons College in Boston, Mundelein College in Illinois, and Pitzer College in California. This program combines liberal arts, management education, and special training in attitudes and skills less common for women than for men aspiring to executive positions. The program also concentrates college residential requirements in two-week, semi-annual institutes and allows bank women to obtain credits by means of transfer courses, prior work experiences, and independent study. With these credit vehicles and the cooperation of their banks, women can work full-time and still complete the degree in three years. (This case description also includes examples of students who are participating in the management degree program.) (LRA)

Descriptors: *Administrator Education; Adult Counseling; Adult Education; Adult Programs; Banking; *Career Change; Career Choice; *Career Guidance; Career Opportunities; Career Planning; Case Studies; *Employed Women; Employment Opportunities; Females; Higher Education; Job Training; Occupational Mobility; Program Descriptions; *Retraining; *School Business Relationship; Vocational Followup

Identifiers: *National Association of Bank Women

ED172034 CE022162

The Career Change Program of the Washington State Employment Security Department.

Ferrini, Paul

Technical Education Research Center, Cambridge, Mass.

Nov 1977 63p.; Not available in hard copy due to light and broken type; For related documents see CE 021 875, CE 022 116, CE 022 161, CE 022 163-165

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: 498AH60279

Grant No.: G007605051

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Washington

Journal Announcement: RIENOV79

This case history describes the Washington State Career Change Program which is designed to respond to the career needs of unemployed residents who have been laid off or unable to continue their jobs as a result of economic, technological, or health factors beyond their control. The career change program assists these individuals in identifying new career objectives, acquiring job-seeking skills and short-term career training, and in finding viable employment in their chosen career areas. In addition to discussing the overall structure and goals of the program, this case also describes the services offered by the nine contracting agencies which implement the program across the state. There is also a delineation of the program's strengths and weaknesses which have been identified during the first two years of operation, as well as a discussion of changes which are anticipated in the future. The program is operated by the Washington Employment Security Department and is funded through the Comprehensive Employment and Training Act and state funds. (LRA)

Descriptors: Adult Counseling; Adult Education; Adult Programs; *Career Change; Career Choice; Career Education; *Career Guidance; Career Opportunities; *Career Planning; Case Studies; Change Strategies; Employment Opportunities; *Employment Services; *Job Placement; Job Search Methods; Occupational Information; Occupational Mobility; Program Descriptions; Program Development; Retraining; State Agencies; Training; Vocational Followup; *Vocational Rehabilitation

Identifiers: *Washington

ED172033 CE022161

Mechanisms Facilitating Career Mobility at Tektronix, Inc.

Ferrini, Paul

Technical Education Research Center, Cambridge, Mass.

Nov 1977 47p.; For related documents see CE 021 875, CE

022 116, CE 022 162-165

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: 498AH60279

Grant No.: G007605051

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIENOV79

This case history describes the Tektronix, Inc. program of career fulfillment for its 11,000 employees. The study is divided into seven major sections. The first four sections deal with the purpose and philosophy of the program, history and company culture, organizational structure and staff, funding and resources. The fifth section presents mechanisms facilitating employee career mobility. Included in these are the following formal and informal components: (1) traditional informal career discussions with the employee's manager or equivalent; (2) pilot programs to make career counseling more formal and accessible to employees; (3) formal education and training offerings, as well as educational counseling; and (4) an expanded job posting system. The sixth section contains examples of nine career changers at Tektronix. The final section discusses future possibilities for increased employee career change options. (LRA)

Descriptors: Adult Counseling; *Career Change; Career Choice; Career Counseling; Career Education; *Career Guidance; Career Opportunities; *Career Planning; Case Studies; Change Strategies; Employment Opportunities; Employment Services; Job Placement; Job Search Methods; Occupational Information; *Occupational Mobility; Program Descriptions; Retraining; Training

Identifiers: *Tektronix Inc

ED172032 CE022116

Career Change. A Handbook of Exemplary Programs in Business and Industrial Firms, Educational Institutions, Government Agencies, Professional Associations.

Ferrini, Paul; Parker, L. Allen

Technical Education Research Center, Cambridge, Mass.

Jun 1978 209p.; For related documents see CE 021 875 and CE 022 161-165; Parts may not reproduce clearly

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: 498AH60279

Grant No.: G007605051

EDRS Price - MF01/PC09 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); BOOK (010)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIENOV79

As a product of the Career Change Project by the Technical Education Research Centers, this book describes specific career change programs currently operated by a variety of organizations and includes other information relevant to career change. The book is divided into six major sections. The first section is an introduction which includes chapters on career change in perspective, a career change model and support services, and identification of career change programs. The second section of the book describes four career change programs in business and industry. Section 3 discusses three programs in educational institutions. Three programs for career change in government agencies are presented in section 4. The fifth section discusses two programs which are organized by professional associations. The final section of the book presents a short discussion of other career change programs throughout the United States and briefly describes two current career change research projects. (A more detailed description of the career change programs discussed in this book may be found in the project's case histories--see note.) (LRA)

Descriptors: Adult Counseling; *Adult Development; Adult Education; Adult Programs; Business; *Career Change; Career Choice; Career Education; *Career Guidance; Career Opportunities; Career Planning; Case Studies; Change Strategies; College Programs; Employed Women; Employment Opportunities; Employment Services; Government (Administrative Body); Industry; Job Placement; Job Search Methods; Occupational Information; Occupational Mobility; Professional Associations; Program Descriptions; *Public Agencies; *Retraining; *School Business Relationship; Training; Vocational Followup

ED171998 CE021875

The Rationale and Process of the Career Change Project: Characteristics and Cases of Joint Industry-Education Programs Assisting Employee-Selected Career Changes. Final Report.

Technical Education Research Center, Cambridge, Mass.

Mar 1979 63p.; Not available in hard copy due to thin light type; For related documents see CE 022 116, CE 022 161-165

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.: 498AH60279

Grant No.: G007605051

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141); RESEARCH REPORT (143)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIENOV79

Technical Education Research Centers initiated the Career Change Project to discover, study, and publicize programs that assist adults to make major career changes. The project surveyed by mail and phone 800 businesses and industrial firms, 1500 postsecondary educational institutions and contacted twenty government agencies, professional associations, and labor unions in order to find career change programs. These programs ideally combined career and life counseling, education/training for a new career, job placement services, and follow-up mechanisms. Ten case histories were written to describe programs in four firms, three government agencies, two schools, and a professional association. An overview monograph also was written to present career counseling centers operated by or affiliated with nine postsecondary institutions. The major product of this study was a book entitled "Career Change: A Handbook of Exemplary Programs in Business and Industrial Firms, Educational Institutions, Government Agencies, and Professional Associations." The handbook includes the case histories and monograph along with a general discussion of career change, an individual career change model, and a summary of the survey findings. (LRA/Author)

Descriptors: Adult Counseling; *Adult Development; Adult Education; Adult Programs; *Career Change; Career Choice; Career Education; *Career Guidance; Career Opportunities; Career Planning; Case Studies; Educational Research; Employed Women; Employment Opportunities; Employment Services; Job Placement; Job Search Methods; Occupational Mobility; Program Descriptions; Research Reports; *Retraining; *School Business Relationship; Vocational Followup

ED171994 CE021841

A Client Reaction Analysis: Final Report for the Lifelong Learning Center, Reading, Pa.

Toombs, William; Croyle, Guy E., Jr.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

May 1978 70p.; Some tables may not reproduce well due to

small print; For a related document see CE 021 840

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: TEST, QUESTIONNAIRE (160); POSITION PAPER (120)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIENOV79

The Lifelong Learning Center at the Reading Public Library conducted a study to determine how the clients perceived various aspects of the center's activities in terms of their needs and expectations. A survey was mailed to 329 clients; the response rate was 51%. Survey questions asked about (1) clients' satisfaction with access conditions, staff interaction, and information exchange; (2) clients' recollection of importance of needs and information at the time of contact; and (3) clients' perception of the outcomes and importance of the outcomes. Other questions concerned the clients' view of "how it all turned out," feelings about life generally, reactions to antonyms, and readiness to recommend to others. Interviews were conducted to determine how the experience fitted into the person's life. Analysis of responses revealed that persons who received either counseling or information reported high satisfaction levels with services accessibility, information quality, and staff relationships. The most valuable center asset was perceived as the interpersonal staff exchange. Outcomes included 69 enrollments in colleges, schools and courses and 32 reportedly favorable job adjustments. No serious program omissions were uncovered. There was a high level of satisfaction with the program's development and readiness to recommend it to others. (The survey instruments are included.) (CSS)

Descriptors: Access to Education; *Adult Counseling; Adult Education; Career Change; Career Planning; Educational Needs; Employment; *Information Needs; *Interpersonal Relationship; Interviews; Job Search Methods; *Library Services; *Lifelong Learning; Participant Characteristics; *Resource Staff; Surveys; *User Satisfaction (Information); Use Studies

Identifiers: Reading Public Library PA

ED171993 CE021840

A Study of Client Reactions: Lifelong Learning Center, the Free Library of Philadelphia.

Toombs, William

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

May 1978 28p.: Table VII will not reproduce well due to broken type; For a related document see CE 021 841

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIENOV79

A study was conducted to assess client reaction to key activities of the Lifelong Learning Center (LLC) of the Free Library of Philadelphia and to identify particular patterns of client interest. A survey was developed to determine (1) clients' satisfaction with accessibility of services, quality of interaction with staff, and information provided; (2) clients' perception of their needs at first contact with the LLC; and (3) clients' reported outcomes developed from their LLC consultation experience. Other questions were asked about the clients' outlook on life, how the LLC contact "all turned out," and if the client had encouraged others to participate. From a random sample surveyed by mail, 51% (162 clients) responded. Most respondents were in their mid-twenties; 74% were female; 45% were married; and the average of schooling was two years collegiate experience. It was found that there was considerable satisfaction with the existential dimensions of contact with the LLC particularly with counseling. Employment-related concerns were ranked highest; this suggests the possibility that client expectations were focused on the immediate employment situation. Of the 162 respondents, 128 reported an action outcome; 60 persons reported starting or changing jobs; and 68 reported enrollment in some educational activity. (CSS)

Descriptors: *Adult Counseling; Adult Education; *Career Change; Employment; *Information Needs; Job Search Methods; *Library Services; *Lifelong Learning; Occupational Information; Research Reports; *User Satisfaction (Information); Use Studies

Identifiers: Free Library of Philadelphia PA

ED171977 CE021703

Aspiration-Job Match: Age Trends in a Large Nationally-Representative Sample of Young White Men.

Gottfredson, Linda S.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Dec 1978 30p.

Sponsoring Agency: National Inst. of Education (DHEW). Washington, D.C.

Report No.: JHU-CSS05-268

Grant No.: NIE-G-76-0075

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Maryland

Journal Announcement: RIENOV79

In order to learn how people may alter or reconcile their aspirations and jobs during their career development, this study examined the match between vocational aspirations and actual jobs of white young men and older men. Age trends in the match between vocational aspirations and actual jobs were studied in a nationally representative sample of 3,730 white men aged sixteen to twenty-eight who were interviewed yearly over a five-year period. Findings indicate that as the youth aged, higher agreement between jobs and aspirations (classified according to Holland's typology) occurred. In addition, the distributions of both aspirations and actual jobs differed with age. Larger proportions of the older men were engaged in enterprising work, and the distribution of aspirations, which at age sixteen diverged markedly from the distribution of jobs, resembled that distribution more closely by age twenty-eight. (Implications for changing strategies of vocational counseling and research are included.) (Author/LRA)

Descriptors: Age Differences; *Attitude Change; Career Change; *Career Counseling; *Career Development; Change Strategies; *Congruence (Psychology); Employment Potential; Job Development; Job Enrichment; *Job Satisfaction; Males; National Surveys; *Occupational Aspiration; Occupational Surveys; Promotion (Occupational); Research Reports; Self Actualization; Self Concept; Surveys; Trend Analysis; Vocational Adjustment; Whites

Identifiers: Hollands Occupational Typology

ED166440 CE019756

From Learning to Earning: A Transnational Comparison of Transition Services. R&D Monograph 83.

Reubens, Beatrice G.

Employment and Training Administration (DOL), Washington, D.C.

1979 140p.

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00354-8)

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJUL79

Government: Federal

This study examines school-to-work transition services, encompassing educational and occupational information and guidance, as well as job placement, induction, and follow-up. Section 1 provides an introduction to the study and the study's historical background. Section 2 concerns the organizational goals and forms of transition services. It uses a cross-country framework which draws on the experiences of Western Europe, Canada, the U.S., and other countries. Greatest emphasis is placed on the age group which enters work after lower or upper secondary education, but much of the discussion is equally applicable to young people's transition to work from other settings, including the armed forces, corrective institutions, residential health-care facilities, or other special environments. Similarly, transitions from one level or type of education to another are covered. In section 3, orientation and information, the components of national information programs are discussed. Guidance and counseling development are observed in section 4, especially in several European countries. Section 5 examines initial placement: job-search and job-finding methods. It contains a discussion of how job-finding methods differ depending on such variables as sex, age and educational level, type of handicap, and minority status. Section 6 contains placement outcomes, and section 7 explains induction programs, both theoretical and practical. References conclude the study. (CT)

Descriptors: Career Change; *Career Guidance; Comparative Analysis; Education Work Relationship; *Foreign Countries; *Guidance Programs; Information Services; *Job Placement; Job Search Methods; National Programs; Occupational Information; Orientation; Program Development; Program Evaluation; Research; School Counseling; *Vocational Adjustment; Vocational Followup

Identifiers: Australia; Canada; Europe (West); Japan; United States

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

1978 97p.; Not available in hard copy; Parts may be marginally legible due to print quality

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Grant No.: 400-78-0005

Available from: ERIC Clearinghouse on Counseling and Personnel Services, 2108 School of Education Building, The University of Michigan, Ann Arbor, Michigan, 48104.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEMAR79

Recently, attention has been focused on changes that can occur during adulthood. This paper presents theories of mid-life crisis, an overview of trends and developments, and a perspective on counseling which deals with the funding of counseling and the need for human resources planning. A computer search of 70 articles forms the basis of the investigation. Abstracts of the articles, most of which are dated 1975 or later, are included. (LFB)

Descriptors: *Adult Counseling; Adult Development; Adults; Bibliographies; *Career Change; *Career Counseling; Life Style; Literature Reviews; *Middle Aged Adults; Psychological Needs

ED160905 CG012790

Searchlight: Relevant Resources in High Interest Areas. Mid-Career Change: An Overview of Counseling Practices and Programs.

Walz, Garry R.

ED160174 JC780541

Counseling for Second Careers.

Wilcox, Paula

3 Jul 1978 19p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Arizona

Journal Announcement: RIEFEB79

This literature review focuses on the role of the community college in meeting the needs of adults seeking assistance in mid-life career changes. Factors such as longer life spans, better health, increased leisure time, and greater emphasis upon the quality of life increase the need for mid-life vocational counseling, leisure counseling programs, widow/widowers counseling, and pre-retirement workshops, as well as, the need for availability of lifelong educational opportunities. Family, job, and societal pressures can be seen to interact and produce four career patterns: routine (absence of career change), self-determined (career change because of desire rather than necessity), situationally determined (change brought about by outside pressures), and self-directed accommodation (change influenced by environmental pressures but shaped by individual choice). An assessment of the career pattern involved is one of the first steps in finding a second career, and one in which community college counseling programs should play a part. The effective accomplishment of the educational and counseling goals of a college requires the provision of services that meet the special needs and abilities of adult students, the organization of services into a pattern that is compatible with the character of the college, and the administration of services in ways that are mutually supportive. (A bibliography is included.) (MB)

Descriptors: *Adult Counseling; Adult Learning; *Adult Students; Age Differences; *Career Change; Career Choice; College Role; Community Colleges; Literature Reviews; Occupational Mobility; *Social Influences; Socioeconomic Influences; Student Personnel Services; *Two Year Colleges

ED156826 CE015675

Mid-Life Career Change.

Bramson, Leon; Kohn, Lisa

Oct 1975 128p.; Appendixes A and B (excerpts from Never Too Old to Learn) and Appendix D (an excerpt from Faculty Development in a Time of Retrenchment) were removed for copyright reasons (see, respectively, ED 105 194 and ED 089 621 for ordering information); Appendix C, a budget, was removed by the author

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Document Type: BIBLIOGRAPHY (131)

Journal Announcement: RIEDEC78

This report deals primarily with the literature involving mid-career changes within the paid labor force. Changes from unpaid to paid employment and the career shift of the housewife who joins or rejoins the labor force are considered.

but shifts to unpaid work, volunteer jobs, and early retirement without a second career are not included. The focus of this examination of career change emphasizes a shift in the occupational field to a new career pattern. The information based on a literature review is organized in the following manner: definitions of mid-career change and other related terms; potential interest in mid-career change; historical, sociological, and psychological perspectives on work; theories of adult development and mid-life crisis; policy and reform; and programs to facilitate career change. Research recommendations conclude the report. Annotated bibliographies from several sources are included in the appendixes. (BM)

Descriptors: *Adult Counseling; *Adult Development; *Adult Programs; Adults; *Career Change; Career Choice; Career Counseling; Employed Women; Employment Patterns; Homemakers; Labor Force; Labor Turnover; *Literature Reviews; *Middle Aged Adults; Occupational Mobility; *Vocational Interests

ED150479 CG012138

A Career Planning Program for Women: The Experience "CUE".

Khosh, Mary N.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

1977 123p.; Some parts may be marginally legible due to print quality

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Available from: NAWDAC, Publications, 1028 Connecticut Avenue, N.W., Suite 922, Washington, D.C., 20036 (\$5.50 each)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEJUL78

This monograph describes a program developed to meet the needs of adult women continuing their education and planning careers. Experience CUE (C=career; U=you, the woman in the middle; E=education) was designed for women who are moving into a role change and need assistance in planning for it. The monograph describes in detail the group counseling sessions, held weekly for eight consecutive weeks in two-hour blocks with 12 women per group. In addition, there is an extensive bibliography and a literature review. (PFS)

Descriptors: *Adult Counseling; Assertiveness; Attitudes; Career Change; *Career Planning; *Decision Making; *Females; Models; Program Descriptions; *Role Theory; Values; *Womens Education

ED143993 CG011897

Career Transitions: The Demand for Counseling. Volume 1.

Arbeiter, Solomon; And Others

College Entrance Examination Board, New York, N.Y.; Policy Studies in Education, New York, N.Y.

1976 73p.; For related document see CG 011 896

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Contract No.: 400-76-0002

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEFEB78

This is a report of a survey of the career guidance and counseling needs of 401 representative in-transition adults in the United States. None were full-time students, and all were either undergoing or anticipating job or career changes. The survey determined that 36% of the American population between the ages of 16 and 65 is in a career transition status, and these adults are predominantly female, white, between 20 and 39 years of age, and married with one to three children living at home. Adults in transition want career services of all types, but are most interested in specific information on jobs, careers, or educational opportunities. Of all adults, the least educated express the greatest interest in services and are willing to pay for them. The adults were asked to indicate their degree of interest in various types of services: information, counseling, guidance and training. Generally speaking, when given the choice as to what kind of help they wanted with a particular topic, adults preferred information to the other three services. (PFS)

Descriptors: *Adult Counseling; Career Change; *Career Choice; Career Counseling; *Career Guidance; *Career Opportunities; *Career Planning; Counseling Services; Employed Women; Employment Opportunities; *Job Search Methods; Surveys

ED143992 CG011896

Career Transitions: The Demand for Counseling. Volume 2.

Arbeiter, Solomon; And Others

College Entrance Examination Board, New York, N.Y.; Policy Studies in Education, New York, N.Y.

Dec 1976 93p.; For related document see CG 011 897

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Contract No.: 400-76-0002

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEFEB78

This is the report of a follow-up study of 400 randomly selected former clients of the Career Education Project (CEP). CEP was an innovative program, funded by NIE, which offered telephone counseling to home-based adults in Providence, Rhode Island. CEP attracted and served clients who were predominantly female, white, and 20-34 years old. They were most likely to be married with one or two children at home,

with incomes of \$5000-15,000, of varied educational attainment. The few males using the service were single, under 30, with incomes of less than \$10,000 a year. CEP clients were overwhelmingly satisfied with the service they received, with their counselors, and with the telephone as a medium of communication. They felt the Project had helped them accomplish their goals, improve their situations, and develop more self-confidence. The type of counseling considered most valuable was in the area of self-evaluation, goal setting, and career decision making. About half the clients indicated they would be willing to pay for the services they had received, but only a few would agree to pay more than \$25. (PFS)

Descriptors: *Adult Counseling; *Career Change; Career Choice; Career Counseling; *Career Guidance; *Career Planning; Counseling Services; Employed Women; Employment Opportunities; *Job Search Methods; Surveys; *Telephone Communications Systems

ED142760 08 CE011772

Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance and Counseling for Groups and Individuals. Transitional Career Placement in the Rural School. Research and Development Series Number 118 C4.

Kosmo, Susan J.; Hartz, John D.
Northern Michigan Univ., Marquette. School of Education.;
Ohio State Univ., Columbus. Center for Vocational Education.;
Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
1977 140p.; For related documents see CE 011 762-CE 011 777

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Grant No.: G007500350; G007500351; G007501231

Available from: Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (set \$85.00, subset \$40.00, document C4 \$7.75; quantity discounts available)

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEJAN78

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook, one of five in subset C, describes a variety of school based activities designed to assist students in accomplishing that aspect of their career transition related to locating, securing, developing, maintaining, and evaluating their selected career objectives. The placement process is approached from both programmatic and individual student points of view. The programmatic component stresses providing activities, services, and resources that have the potential for benefiting all students. The individual component stresses ways of meeting each student's unique placement needs. Each element of the placement program includes both student activities and school/community activities. Suggestions are also included for staffing a placement program, selecting program objectives, and evaluating the school's effort in placement. (TA)

Descriptors: Career Counseling; Career Education; Community Involvement; Community Resources; Educational Resources; *Guidance Programs; Individualized Programs; *Job Placement; Needs Assessment; Postsecondary Education; *Program Administration; Program Design; *Program Development; *Rural Schools; School Community Relationship; Secondary Education; Staff Role; Student Needs; Student Placement

Following a brief introduction by the editor, four symposium papers are presented on continuing the development of careers: "Career Development in Adults: Why do People 35 and Over Change Jobs?" Nancy K. Schlossberg; "Applying Vocational Theory to Adult Problems," John L. Holland; "Career Development of Adults: Why, When, Where, How," Elinor Waters; and "A Philogynous Proposal: Up With Women," Mary Lou Randour. Dr. Schlossberg discusses the causes of mid-life career changes emphasizing that they do not necessarily relate to job loss or the downgrading of opportunity. A framework is presented for understanding adult career development and planning career development programs. John L. Holland's paper summarizes his developmental and structural theories on vocations. Several suggestions are presented for the practice of vocational guidance in mid-life career development. Professor Waters describes a six session career development program for adults. The clientele, format, and course content are described. The final paper by Dr. Randour discusses sex discrimination problems and the needs of women in the world of work. A solution suggested in Dr. Randour's paper is the creation of a child service educational reward system based on the concept of the Veterans Administration educational benefits. (Author/BP)

Descriptors: *Adult Counseling; Adult Programs; *Adults; Anthologies; *Career Change; Career Counseling; *Career Development; Career Education; Career Guidance; Career Planning; *Conferences; Educational Theories; Equal Opportunities (Jobs); Females; Sex Discrimination

ED126369 CE007700

Continuing the Development of Career: A Symposium

Tiedeman, David V., Ed.

[Mar 1975 48p.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: BOOK (010)

Journal Announcement: RIEDEC76

ED126334# CE007468

Up Your Career

Dauw, Dean C.

1975 169p.

Available from: Waveland Press, Inc., P.O. Box 400, Prospect Heights, Illinois 60070 (1-'0 copies, \$8.95 ea., 20% discount on larger quantities)

Document Not Available from EDRS

Language: ENGLISH

Document Type: BOOK (010)

Journal Announcement: RIEDEC76

The book is intended as a manual for the reader who has some career or job questions. Exercises (such as questions to answer and charts to complete) are provided for independent use by the learner who may then be able to use the data generated to make decisions, to get opinions from significant persons, and to act upon what has been learned. Topics considered in the book's nine chapters are: how to use the book, getting information on jobs and self, developing life plans, getting more information on personal skills, beginning to make a decision, writing a resume, participating in interviews, finding a job (with suggestions especially for college students, managers and executives, and women), and finding a government job. Appended material includes 13 articles related to career guidance, career change, and job searching; sample resumes; and feedback pages (for sending information to the author). A 53-item bibliography concludes the book. (Author/MS)

Descriptors: Career Change; Career Choice; *Career Counseling; Career Guidance; Career Opportunities; *Career Planning; *Decision Making; Employment Interviews; Employment Qualifications; Guides; Job Application; *Job Search Methods; Problem Solving; Self Concept; *Self Evaluation; *Workbooks

ED122075 95 CE006985

Inquiry Project: Computer-Assisted Counseling Centers for Adults.

Farmer, Helen

Illinois Univ., Champaign.

20 May 1975 28p.; Paper presented at the American Association of Higher Education (Drake University, Iowa, May 20, 1975)

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Report No.: VT-102-715

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIESEP76

The report describes a University of Illinois project which designed and field-tested computer-assisted adult counseling centers. These centers offered counseling for persons seeking to make career changes, to continue their education, or to leave the home and enter the labor market. Computers provided a comprehensive data bank of information on occupational and educational opportunities, while counselors performed the

essential roles of identifying obstacles to educational or career goals and of planning ways to overcome these obstacles. The theoretical basis for the design of the centers is adapted from Tiedeman and O'Hara, wherein services are built around the developmental tasks relevant to the educational and career needs of adults. A six-step method to guide the counselor and client in self study planning is outlined. The four major components of the information system--educational information, occupational information, self-information, and guidance information--are described in the report. (NJ)

Descriptors: *Adult Counseling; Adult Education; Adults; Career Change; *Career Counseling; Career Planning; *Computer Oriented Programs; Counselor Role; Data Bases; Educational Counseling; *Guidance Centers; Information Centers; Information Needs; Information Retrieval; Information Storage; *Information Systems; Occupational Information; Postsecondary Education; Retraining

ED092827 C5008973

Multipotential--A Concept for Career Decision Making.

Fredrickson, Ronald H.; And Others

Apr 1974 12p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIENOV74

This paper describes a guidance program for students who are multipotential people, i.e., they are able to adapt themselves and develop the necessary specific skills to perform well in a variety of occupations. The author disputes the traditional method of counseling wherein the counselor attempts to identify single talents of the counselee. Instead, he contends that today there is a premium on adaptability in today's world of work. Shifting manpower needs, the geographic mobility of industry, and automation all contribute to the importance of an need for vocational adaptability among today's work force at all levels. Research in the area of vocations has more often focused on permanence of choice rather than mobility and transition between occupational choices. Although, according to Super, "each person has the potential for success and satisfaction in a stated number of occupations," research in this area has been sadly lacking. A career counseling process which supports the concept of multipotentiality will be better able to help the client anticipate change in his career coupled with the need to develop other abilities. The author concludes by describing the multipotential approach as having five phases: (1) readiness, (2) awareness, (3) exploration, (4) reality testing, and (5) confirmation. (Author/HMV)

Descriptors: Career Change; *Career Choice; *Career Counseling; Career Guidance; *Counseling; *Guidance Programs; *Occupational Mobility; Program Descriptions; Secondary School Students; Speeches

ED091550 CE001321

Occupational Expectations--Nature, Correlates, and Utilization in Occupational Education.

Hofstrand, Richard K.; Phipps, Lloyd J.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

1973 13p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEOCT74

To gain greatest meaning and satisfaction from their work activities, persons should be able to more accurately identify and define their feelings, attitudes, and values related to the world of work. An expanded and enhanced understanding of occupational expectations on the part of career counselors would help in working with youth and adults who are facing the problems of career choice or rechoice. The Occupational Expectations Inventory developed in this study is offered as a

device for diagnosing and clarifying expectations, values, and ethics. The study involved the identification of types or components of occupational expectations, the evolution of a classification system for those expectations, and an assessment of occupational expectations based on the likelihood of a specific occupational expectation resulting from an occupation and the desirability and importance of that expectation, and the correlation of those values with certain other factors such as social class, high school curriculum, sex, and other variables. (Author/AJ)

Descriptors: Altruism; Career Change; *Career Choice; *Career Counseling; Career Education; Career Guidance; Classification; Job Satisfaction; Moral Values; Occupational Aspiration; Social Values; *Tests; *Values; Vocational Education; Work Attitudes

Identifiers: Occupational Expectations Inven (Hofstrand et al)

ED091533# CE001304

Move In and Move Up.

Butler, E. A.

1970 184p.

Available from: Macmillan Publishing Co., Inc., 866 Third Avenue, New York, New York 10022 (\$5.95)

Document Not Available from EDRS.

Language: ENGLISH

Document Type: BOOK (010)

Journal Announcement: RIEOCT74

A man's work shapes him far more profoundly than any other single influence in his life. There are many ways in which a person can find himself in the wrong job, but time, thought, and action invested before accepting a position can help the job seeker avoid many of the common errors. The introductory letter and resume can make or break a career. Beyond that point, success in the business world can depend on being able to anticipate change and move against the tide. Be aware that there are many career mistakes which can be made and business myths that can be destructive. The role of psychological testing in finding the right job is significant, but not necessarily absolute. Certain basic questions relating to a person's job should be asked periodically and the answers evaluated carefully. The desire to achieve can mean the difference between becoming an executive and existing forever in the middle ranks. The author, in discussing these concepts and illustrating them with numerous case examples, attempts to identify the kind of success necessary for personal satisfaction. (AG)

Descriptors: *Business; Career Change; *Career Counseling; Career Development; *Career Planning; Failure; Job Applicants; Job Satisfaction; Occupational Mobility; *Success; Vocational Adjustment; Work Experience

ED055294 CG006662

Equal Opportunity -- and You.

Lutes, Carol

Public Service Commission of Canada, Ottawa (Ontario).

1 Jun 1971 23p.; Paper presented at Canadian Guidance and Counselling Association Convention, Toronto, May 30 - June 2, 1971

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEFEB72

The author suggests alternatives to chip away at occupational traditionalism and vestigial hang-ups shared by men and women about women in the world of work, and which encourage the development of programs to ensure that equal opportunity will be a reality. Background statistics are presented which indicate that women are increasingly entering the world of work, but are increasingly concentrated in the relatively less skilled, less rewarded, and less rewarding fields of work. Restrictive hiring practices and subtle forms of discrimination which still persist based on old myths about women's capacities, performances, their work life expectancy, and their absence rates are cited. Several ideas are recommended for counselors. Among these are: special careers' nights for girls and their parents to broaden the perspectives of both on their work horizons; more and better occupational information designed to erode the stereotypes and encourage a wide range of occupational choice; stimulate early interest in developing individuality of girls; use of parent conferences to help parents understand changing roles and changing choices in the career decisions of girls; and use of co-educational group counseling sessions to explore attitudes and expectancies. (MA)

Descriptors: Career Change; *Career Choice; *Career Counseling; *Career Planning; *Employed Women; *Females; Role Perception; Womens Education

Identifiers: Canada

ED053277 VT010900

Second Careers: Rehabilitation Counseling in a New Context.

Haug, Marie R.; Sussman, Marvin B.

Western Reserve Univ., Cleveland, Ohio. Dept. of Sociology and Anthropology.

Nov 1968 41p.

Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.: WP-6

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIENOV71

A roster of all persons who perform rehabilitation counseling in the United States was compiled, and random samples of 40 each were selected from 25 sampling cells representing the total population of 4,559. Case records, job histories, early career aspirations, and education were examined in order to place the rehabilitation counselor in the second or first career group. Second careerists were

considerably older on their entry into the profession than the first careerists. Their modal entry age was 35 to 39 while the modal age of the first careerists was 25 to 29 years of age. Significant differences in undergraduate grade averages were found. Over 60 percent of the second careerists had grades of B or better, while over half of the first careerists were admitted with grades of B- or below. Over half of the second careerists had majored in education or the humanities, and nearly 50 percent of the first careerists had college majors in sociology, psychology, or social work. No difference was found in the rehabilitation counselors' place of work. Equal percentages of the two groups worked for the three most frequent employers of rehabilitation counselors--the Veterans Administration, private agencies, and Federal and state offices of the Rehabilitation Services Administration. (BC)

Descriptors: *Career Change; *Counselor Characteristics; Data Collection; *Individual Characteristics; *Occupational Surveys; *Rehabilitation Counseling; Tables (Data)

Identifiers: *Second Careers

ED049499 CG006311

Overview of Needs, Programs, and Implementations of Vocational Counseling and Guidance.

Kunze, Karl R.

1970 13p.; Paper presented at the Regional Conference on Career Guidance, Counseling and Placement in Burbank, California, April 30-May 1, 1970.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAUG71

The author begins by overviewing some recent criticisms of the vocational guidance field: (1) too little collaboration with industrial personnel; (2) an emphasis on processing masses of people rather than on the individual; and (3) the need for a systems approach to counseling. His impressions, from the vantage point of industry (i.e. the placement end of the vocational counseling sequence), suggest flaws in the educational-counseling system, resulting in inappropriate, inexperienced and unqualified job applicants. The differences between a counseling approach and the industrial personnel approach to job seekers/holders are enumerated. Trends and circumstances which may affect the infusion of counseling into industrial relations systems are discussed. The paper concludes with a consideration of "lifelong counseling" wherein adults would have vocational counseling throughout their work histories and even into retirement. (TL)

Descriptors: *Adult Counseling; Career Change; *Career Counseling; *Career Development; Career Guidance; *Career Planning; Counseling; *Counseling Effectiveness; Counseling Objectives; Counseling Services; Counselor Performance; Counselors; Job Placement; Vocational Adjustment; Vocational Interests

ED026698 CG003828

Theories of Career Development. A Comparison of the Theories.

Osipow, Samuel H.

1968 16p.; This abstract encompasses only Chapter 8, A Comparison of the Theories, pages 220-233.

Available from: The complete book is available from Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 (\$5.75).

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJUL69

These seven theories of career development are examined in previous chapters: (1) Roe's personality theory, (2) Holland's career typology theory, (3) the Ginzberg, Ginsburg, Axelrod, and Herma Theory, (4) psychoanalytic conceptions, (5) Super's developmental self-concept theory, (6) other personality theories, and (7) social systems theories. Osipow contrasts them with regard to their strengths and weaknesses by two general criteria. Formal adequacy subsumes: (1) explanatory adequacy, (2) empirical support, (3) generality, (4) parsimony, (5) operational adequacy, and (6) logical consistency. The understanding of career development includes:

(1) normal development, (2) problems in career development, (3) facilitation or modification of career behavior, (4) critical periods and agents, (5) the role of interests, (6) the role of aptitudes, and (7) the role of the family. Osipow evaluates not to find the superior theory, but to show in which context each is most likely to be useful. He finds them generally lacking in formal adequacy, and finds differences between theories in choice of emphasis, suitable research methods, and the degree that relationships between events are specified. (BP)

Descriptors: Career Change; Career Choice; Career Counseling; *Career Development; *Career Planning; *Counseling Theories; *Personality Theories

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